THE GREGG WRITER

A MAGAZINE FOR SECRETARIES, STENOGRAPHERS AND TYPISTS

JUNE 1947

15 CENTS

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The GREGG WRITER

Vol. 49 JUNE, 1947 No. 10

I INTERVIEW YOUNG GIRLS!

The results of my experiences when looking for secretaries picturing you as I have found and as I hope to find you

L. A. GRINTON

I AM your prospective employer. All but the foolhardy would like to avoid any encounter with me. But if you are making business your career we inevitably must meet. I would like the meeting to be more pleasant for both of us than my past experience tells me it is apt to be.

Maybe I can do you a favor, perhaps even to the extent of getting you the job you want, if I take you behind the scenes or at least give you a picture of this situation from behind my desk.

YOU can meet me in any one of a thousand business offices. You will not find me in the offices of the great corporations, where scores of employees are hired and there are hundreds on the payroll. In such places you will be given a well-planned interview and screening test and your talents recorded by scientific methods.

You will find me in smaller organizations, where the turn-over in help is not great and the office force may range from ten to fifty. Such a company does not hire often enough to set up a division just for this purpose. They have occasion, however, to fill good positions.

ALMOST certainly you will be interviewed by your prospective employer—me. While it is true that my chief interest in you is whether or not you are good at shorthand and typing, it does make a difference what you wear and what you look like.

I am distracted if you wear something with an intricate pattern—I find myself trying to figure it out or becoming lost in a maze. Jangling jewelry makes me wonder how it will go with the wrist movement in typing. An elaborate make-up has me speculating if the mid-morning and mid-afternoon rest periods will be sufficient to keep it up to par. Some costume jewelry amuses me, but when I look up and see a rhinestone giraffe twinkling at me it is difficult to ask you the questions the answers to which I need to know. Just how you achieve it I don't know, but the best impression is made on me if you look business-like.

A GOOD many of you are going to get your start in the business world as typists, stenographers, and a few as secretaries. So let's talk about you.

You come in for your interview, you look business-like, and you hand me a formal application that has been a bore to fill out. You are in a world that is new to you and you are a little afraid and a little defiant.

I try to get you to talk by asking you a question that lends itself to some narration in reply. I get mild elaborations of yes and no. You are going to answer my telephone, take messages and give them—you are being interviewed for the position of stenographer, but your voice is important.

I START questioning you, trying to get down to your ability. Listen in on what has gone before in too many cases:

"How is your typing?"
"All right, I think."
"What is your speed?"
"Sixty-five."
"Are you accurate?"
"Yes."

"How are you in regard to grammar and punctuation?"

"Okay, I guess."

This routine repeated a half-dozen times has the effect of an opiate upon me and it provokes a dream interview. I suppose no one but a psychiatrist should see me in my dreams, but, since you walk through this one, here's the way it goes:

YOU come in for an interview, you look business-like. Your "good morning" has a good ring to it, not intimate, not cold. I imagine it is the same one you gave the bus driver that took you to and from business college every day. And you smile! Of course I'm dreaming, but you did it yourself. I did nothing to provoke it. (You are going to meet important clients, and a good natural smile of greeting isn't going to lose a sale!)

"How is your typing?"

"I am rather proud of it. I was among the top ten in my class and we were rated on speed and accuracy. It is a little hard to *describe* typing," this with another smile just tinged with humor, "but I brought some examples of my work."

DREAM GIRL, how did you ever think to bring examples of your typing when applying for a position as stenographer!

You comment as I look at your work, "I don't know what your policy is in regard to carbons, but at school they had to be as perfect as the originals—it is just second nature now to correct them when I correct an original."

You're human—you admit having to make corrections. You see a carbon as a duplicate of an original, not as a superstition. This never happened before.

I AM still looking at your examples . . . and they are in a file folder. How did you ever learn that in a business office they use file folders? Here's a statement of the assets and liabilities of the local bank—remember seeing it in the paper. It is well set up on the page, with neat tabulations. Here are some business letters typed on standard 8½ x 11 sheets. One shows a letter set up in block style, the other with paragraphs indented.

What do I care if you copied them from a book—you know that such things are! Here is a list two columns to the page, headed "One Hundred Words Often Misspelled." May I never have to wake up!

DRAFTING THE DECLARATION OF INDEPENDENCE

Designed by Maxine Dorow
Girls' Industrial School, Mount Morrison, Colorado

I get my voice. "How is your shorthand—grammar—punctuation?" It's too good to last, and I might as well blurt it all out at once.

You don't become flustered and you don't brag. You tell me, "I have been drilled on all of them. Perhaps this might be of some

elp in judging my dictation and tran-cribing. It's the morning newscast which took down from the radio and then ped." You didn't suggest that I dictate letter, knowing in some uncanny way that might feel silly being unprepared. Your plication shows that you have never orked before, and yet somehow you knew at trying to do exhibition work on a range typewriter could be a hazard that perts could not overcome. The typewriter ot being used" in the office is probably e that has strange quirks—the "e" doesn't pe, or the margin release is apt to go to action prompted by some ghostly hand.

E get around to some questions which u ask, without defiance:

"What would my work be if I were ven the position?"

"There would be daily dictation, a week-report to prepare, taking care of the lephone when I am out, and the handling certain routine letters under direction. I ight say, 'Send this man a catalog, write m calling his attention to pages 62 and 84, quote prices, explain delivery can't be ade for three weeks after the order—eck his credit with the accounting de-artment and stipulate cash with order or pen account.'"

"And, if I qualify, what is the starting lary?"

Somewhat to my surprise I find myself oting the maximum rather than minimum arting salary. You had been doing the lling, now it was my turn. I tell you of ur bonus plan, the group insurance, vaca-ons, time off with pay during an illness, d every positive thing about the company licies I can think of that might appeal o you.

I SHOULD have hired you on the spot, t habit is strong and I said I'd let you now—there were some other girls to see. ou left, and I saw these other girls. They ked, "How long do you have to work fore you get a vacation?" . . . "What nd of typewriters do you use?—Oh, I ever typed on one of those." . . . "I have leave at four every second Tuesday as at's the only time Marie can take me for y hair." . . . "Do you have to punch a me-clock?" They didn't look business-like. They were no worse than girls I had in-erviewed before, but I was depressed. hen it was the next day and I got a large velope with the contents protected by cardboard stiffener. It was from you. There was a letter to an imaginary John Smith referring him to pages 62 and 84 of the catalog. "You will be glad to know that delivery can be made within three weeks of the time your order is received." There was a note thanking me for the interview—thanking *me*. You offered to supply further information or to do further assignments.

THE same day there was a letter from the head of a well-known business college. It didn't start TO WHOM IT MAY CONCERN—it was addressed to me—Dear Mr. Me. The letter told me that your work at school had been above average and that your teacher felt you well suited for a stenographic position.

In a dream within a dream I saw what you had done. You don't have a typewriter, but you took your notes back to the school and typed them out on a familiar machine in friendly surroundings. You told the instructor of your interview and asked if he would write you a letter of recommendation.

Then I woke up—to the fact that this needn't be a dream and that it was all possible. I have a new interest in the prospect of interviews. You may come in. Come in prepared and as I dreamed you—and you, too, will get the job.

Rush Jobs

SPEED in an office is a desired and important factor, and the girl who can supply this need, coupled with accuracy, is bound to succeed.

When your chief gives you a rush job, jot down on a slip of paper all his requirements. You may have an exceptional memory, but you would be wise not to depend on it. Listen attentively to what he wants; question anything you don't understand. When you have a complete and clear picture of all his needs, get on the job immediately. Don't dash off to the washroom to put on a new set of lips or rearrange your hair. Get on that job and keep on it until it is finished.

Check the completed work over a couple of times to make sure it is absolutely correct. Compare the instructions you noted down with the finished work. Have you everything your chief asked for? Is the information complete? *(Continued on page 516)*

Anthony R. Hamilton

TAKE A TIP FROM TONY!

Be Resourceful!

MR. CUNARD leaned back in his soft leather chair and ran his hand through his graying hair. "Miss Guido," he said, "the report I have just dictated is strictly confidential. You and I are the only ones that know it's contents, and because it is so important we must keep it secret. Take every precaution to see that no one in the office sees it before my trip." Mr. Cunard took this matter very seriously. And rightly so. He had been accumulating information and working on this idea for three months, and he planned to present it to the Board of Directors at the main office in Chicago the following week, at the completion of his trip.

"This idea can gross the firm over a million dollars next year," Mr. Cunard added, "so please be careful. And make sure you transcribe the figures correctly."

MISS GUIDO was an excellent stenographer. Her notes were fluent, well-formed, and well-proportioned. She had placed high in the O.G.A. Contest Club while in school, and in this case Mr. Cunard had dictated so slowly that her notes could favorably compare with those that appeared in her monthly issue of the GREGG WRITER. By late afternoon she handed the six-page report to Mr. Cunard, who carefully read each word and checked each figure. Satisfied that it was correct, he nervously put it in his brief case and destroyed all the notes he had accumulated.

As he put his train tickets in his wallet he said: "By this time next week I'll be in Chicago presenting my idea to the Board of Directors. Pray that they like it and that I encounter no difficulties in the meantime."

THE next few days went very quickly for Miss Guido. With the boss away she had plenty of time to catch up on her back work. She even had time to clean off her desk, replenish her stationery supplies, and obtain a new notebook for the many days of dictation that would follow when the boss returned. It was enjoyable to do things in a leisurely manner, but it seemed too good to last. Then, as she was leaving for lunch one day of the following week the office manager came rushing down the hall calling to her:

"Miss Guido, Miss Guido, Mr. Cunard is on the telephone; long distance from Chicago. He's fussing and fuming, and wants to talk to you. What have you done?"

YES, what had she done? Pocketbook in one hand, she picked up the phone. "This is Miss Guido, Mr. Cunard. . . . The report? Why, yes, I'm sure you took it with you. I distinctly saw you put it in your brief case. . . . Yes, I'm positive. . . . It's not there! You lost it! . . . Yes, I do know it's a serious matter, Mr. Cunard. . . . Yes, you told me it's worth a million dollars but. . . . No, no copy was made. You told me to make only an original, but. . . . Yes, I know, Mr. Cunard, but there is still a chance! . . . Yes, even though the Board meeting is only three hours away! . . . Do you have a good, reliable stenographer at your end of the wire? . . . Good! Then get the public stenographer in the hotel while I go to my desk. We'll have to hurry. . . .

IN the fifteen minutes that followed, Miss Guido dictated the entire six-page report over the telephone from the old notebook she had saved. Mr. Cunard had the finished report in time for the Board meeting, where it was *(Continued on page 51*

"Mental Accessories"

A message written from a Cabin in the Smoky Mountains, near Gatlinburg, Tennessee, on a bright, sunshiny Tuesday morning

RUTH PECK McLEOD

DEAREST JULIA: How is everything going with you? Did you ever get your raise? I got a substantial increase in salary and several weeks' vacation here in the lovely Smokies, and it's all due to a talk I heard at the "Y" during a self-improvement campaign.

You know how we girls always talked about our dress accessories, the correct jewelry to wear, the proper flowers, the élite types of handbags, the latest style in collars and cuffs, and so on. The woman in charge of this course gave the most unusual lecture on "Mental Accessories." It was so informal that we were allowed to ask any questions we wished. She said too many secretaries and other business girls thought that so long as they were fashionably dressed that was all that was necessary to hold a job. She told us about a girl in her neighborhood who was perfectly lovely to look at and made a wonderful impression until she opened her mouth, and then her grammar was so atrocious she lost all of her charm.

THIS lecturer brought out that we should be collecting *mental* accessories as well as accessories from the field of fashion—be just as proud of acquiring a few new words for our vocabulary as of adding a gardenia corsage to our Easter costume—and that the "mental accessory" was a permanent adornment! There were some splendid suggestions given out about vocabulary study. I've been keeping a notebook, ever since, and I jot down every word I come across in reading that I'm not certain about the meaning of. Really, the plan has worked like a charm. Once you get "word conscious" you go after every new word you hear in conversation or at the movies, or that your boss uses in his letters, for you want to "own" it, too!

ANOTHER means of adding more "mental accessories," we were told, was through reading. All of us felt guilty when it was pointed out that too many business girls are interested only in the fashion magazines. It is fine, the lecturer told us, to be conscious of the prevailing fashions, and everyone should always look as attractive as possible, but we all should try to "adorn" our minds as well, by reading such magazines as the *Atlantic Monthly*, *Harper's*, *Reader's Digest*, and *Time*, also worthwhile books that are recommended by the librarian.

THEN one of the most important subjects discussed was spelling. The idea was emphasized that any person could spell well if she had a good dictionary at her elbow. (I own a big dictionary now—paid $20.00 for it. I determined to get one when there wasn't a dictionary in the house from which I could find out whether the past tense of "benefit" had one or two *t*'s.) We were told that some people were born better spellers than others, but that the dictionary would solve anyone's spelling problems. You remember how we used to poke fun at the valedictorian in our class at High School (she won that interstate spelling contest) because she was always using the dictionary. I remind myself of her now at the office, for I'm always looking up words. The idea is that when you hear some new word, like "penicillin," you should also learn to spell it as well as pronounce it.

GRAMMAR and English were also emphasized in the lectures. Since then I have taken several correspondence courses in English from our State University Extension Service. Now the boss lets me take care of some of his correspondence—he will tell me in a few words what he wants to say and I compose the letters. He was really quite patient with me at first and offered such helpful suggestions that my business letters are not half bad now.

I often think how we used to waste all of our spare time studying styles. We were undoubtedly clothed correctly, but we were certainly "mentally nude"! That had never occurred to me until Miss Deeds pointed out what a mistaken attitude we girls had

when we left business college—thinking that our education was completed, when, as a matter of fact, it had only just begun.

But, for fear some of the group might misunderstand her, she warned us that we must not swing so far to the studious side that we neglected our personal appearance, like one brilliantly educated but carelessly dressed woman she knew, whose Ph.D. people facetiously suggested stood for "petticoat hanging down"!

I HAVE just signed up for two more extension courses at the University and, confidentially, I'm engaged to the grandest man—assistant principal of the High School! We met at the library when one of the women in charge asked him if he would let me have the book he was using when he was through with it. It was one recommended for this special study.

Of course I am still interested in pretty clothes and now I am learning more about the principles of dress design. My fiancé's sister teaches art and she has given me all kinds of books on balance, rhythm, color harmony, etc. You know we girls used to wonder whether this and that color would go together. This study shows you what color combinations are correct.

YOU'LL think I've gone daffy over this self-improvement idea, but it's just that my point of view has changed entirely! I am now mentally curious about everything, as the professors of education say.

One of the lessons stressed the "worthy use of leisure"—practically all of the books on recreation emphasize that the world as a whole does not know how to play, how to spend free hours in worth-while pastimes. It was suggested that attending good plays, concerts, enlightening lectures, etc., provides culture as well as entertainment. For wholesome outdoor recreation, tennis, swimming, hiking, etc., were recommended. I certainly have enjoyed bathing here in these cool mountain streams and hiking over the hills. I even climbed Mt. LeConte with a group last week. It was a wonderful experience.

YOU wouldn't accuse me of going highbrow if you could see me sitting here in slacks on the porch enjoying this gorgeous scenery. It is such a restful place here, and I've met so many delightful folks.

Do write and tell me all about yourself. When are you and Fred going to be married? This would be a grand place to spend your honeymoon. People used to come here just in the summertime, but now they come the year 'round.

Lots of love,

SADIE

Forecast

ONE result of the War has been an increase in interest in court reporting—such is the belief of William Begley, experienced veteran in matters both military and shorthand.

Thousands of G.I.'s, Mr. Begley points out, had their first taste of reporting when, because they could write shorthand even moderately, they were called to report courts-martial proceedings and investigations in the Services.

That first taste was pleasant to many of them: they liked the importance of their work, found themselves enjoying the race with the words of witnesses, began to stretch for higher speeds and to practice for greater fluency. For the first time, many of them seriously considered undertaking reporting as a life career.

Then, when the G. I. Bill of Rights opened the doors of schools for them, hundreds sought court-reporting instruction as soon as they left the Service. As a result, the years ahead should find a rapid expansion in the number of high-speed reporters in this country.

MR. BEGLEY, a military veteran who is taking refresher training at the Gregg School of Shorthand Reporting in Chicago, finds that his aspiring classmates have at least one additional trait in common: each has a real enthusiasm for shorthand itself, quite aside from its use.

Their interest is in writing better characters, in writing more fluently, in pushing their speed up and up—rather than in the duties of court reporting alone. Court reporting, he feels, is simply the vocation that comes closest to their real enthusiasm, high speed shorthand. Court reporting is a career that offers them bread and butter while they enjoy what amounts to a zealous hobby: the writing of shorthand.

"Certainly," he comments, "it has been my love for shorthand itself, rather than any idea of where it would lead, that has caused me to study and practice and find a satisfying career."

A WORD BEFORE PARTING

Suggestions for pleasurable summer practice that will keep you up on your toes stenographically during your vacation

JANET KINLEY GREGG

THERE have recently been reports in the newspapers about a meeting of educators that was held at Smith College, where possible improvements in the present requirements for graduation from college were discussed. It seems clear that there is quite general criticism of women's colleges, at least those in the East, on the ground that their graduates know too little about the world in which they live and, more specifically, about how to earn a living in that world. One great satisfaction for you who have had courses in shorthand and typing is the definite knowledge you have gained of the business world and the assurance that you can always earn a living, the rewards of which will be in direct proportion to your skill. There is no limit these days to the kind of position that a capable woman can achieve in any business and there never has been any on what a man beginning as an alert stenographer or secretary could accomplish in business. The proof of this last statement is in the long list of leaders in business who began their careers with shorthand and typing.

THE end of the school year is a time for looking forward to the prospects of the future and likewise a time for looking back over the past year's accomplishments. In considering how much shorthand you can now write, or how much faster you can write it than was the case a few months ago, you will surely get pleasure and satisfaction from the contemplation of the year's work.

Among the students who do not remain in school during the summer, some will no doubt work in offices. For those, keeping up and improving their shorthand will be easy. Some will take a vacation, and for them it will be necessary to have a definite plan to write shorthand at every possible opportunity. In any skill, lack of practice for any period of time is a serious setback and this is particularly true when the skill has not been thoroughly mastered. So if you have not finished your course, and you are going to take a vacation, be especially careful to use your shorthand and typing skills as much as possible. Write letters to your classmates in shorthand; make shorthand notes of things to be done; and if you listen to the radio try your hand at taking down some of the speeches. This is excellent practice and good fun, too, especially if you have someone with whom you can make a little contest out of it. One great advantage in practicing with another person is that you can correct any possible errors together and in this way keep constantly reviewing whatever may be your weak spots in the shorthand and typing skills. Also, you can dictate to each other.

THERE is a great deal in the shorthand course that you could not possibly have missed, due to the constant recurrence of principles in the actual writing of words from dictation. Any review work, therefore, should be based on those less frequent principles in which you find yourself weak, involving mistakes that appear in your shorthand when you are correcting it. Correction of actual notes is the best possible way to review, for if you try to review with the textbook in hand, everything will seem so familiar and natural that you will not be willing to believe you could ever make a mistake.

An excellent little book for any review of the work completed is one called "5000 Most-Used Shorthand Forms." This is a paper-covered book, of small dimensions, that will fit easily into your pocket or purse. The index in the back of this book lists all the words in alphabetical order and gives the Unit and paragraph in which the shorthand outlines appear (they are arranged under the principle governing the writing of the words). So, practicing from the index and checking back with the text offers a very quick and efficient way of discovering the weak spots in your shorthand theory and of correcting them.

WORDS by themselves, however, do not

in general improve the fluency and the style of writing, so for this reason you will want to write as much connected matter in the form of letters, speeches, minutes of club meetings, and so on, as you can. This does not take any extra time, as the meeting has to be attended or the speech listened to in any event, and any use that can be made of it for the sake of shorthand practice is an extra dividend, so to speak.

The time is either here or is coming soon when you will be seeking a position. The best students will be recommended for the best positions and, once in, the best employees get the best promotions, stay the longest. The inventory plan, where people are concerned, changes from "last in, first out," to "worst in, first out." When the time comes for you to take a position, do the best you can; work as though you wanted to stay; be a success!

BRIEF-FORM DRILLS FOR REVIEW AND PENMANSHIP PRACTICE

(Concluded from the May issue)

R-RK-KR

WARM-UP: where-aware, arrange-arrangement, rather, return; our-are-hour, regard-real, were, respect-respectful-respectfully, already, receipt, receive, serious, recent; response-responsible, represent, reply, report, refer-reference; work, car-correct, course, credit, correspond-correspondence, accord, across

DRILL: A *car* often serves as an office to *our* business man on the road. When hotel rooms *are* not to be had, you will see him at all *hours rather seriously* at *work* in his *car*, *aware* of no one, *referring* to *correspondence*, checking men's *credit*, *replying* to letters, *correcting reports*, planning a new *course* of action, filling out *receipts*, listing *responsible* firms to whom he will *return* to pay his *respects* or to whose letters he will *respectfully* respond by *representing* his company *according* to his usual custom. *Across* the back seat of the *car are* heaps of booklets *recently received* and letters from the head office with *reference* perhaps to changes in *arrangements* about which he has been *corresponding* with his company. His *response* to this mail must be immediate, no matter *where* he is or how much of it he has *already received*, or *regardless* of how little time he has to give it *respectful* attention. *Were* he to *disregard* these letters, he would soon find himself in *real* difficulty.

G-L

WARM-UP: go-good, give-given, gave, organize-organization, progress, regret-regular; great, girl-glad, school-skill, clear; gone, got, again, against; will-well, else-list, always, look, long, let-letter, little, like, allow; official, children, excel-excellent-excellence, railway-rule, knowledge, collect

DRILL: Even a *girl excelling* in all her marks in *school will* sometimes to her later *regret* remark that she *will* be *glad* when her *regular schooling* is over. *Little* does she realize that all of life is a *school* in which *knowledge* is *always* being acquired whether from *long lists* of courses *organized* by *ruling school officials* or from the *greater school* of experience. *Progress* and *skill* grow *little* by *little*, *like* a *railway*. And *let* no one *allow* himself to believe he can *look* down a railroad to its end without being *willing* to *go* over it inch by inch to reach the end. *Given good clear organization* as *against* only *excellent* intentions, any *organized* effort *progresses* with *excellence*. *Let* a *girl* in *school* *give greater* heed to *collecting* correct ideas about *lifelong* education, *else* in years to come she may *well regret* in *letters* to her *children* every year, *long* since *gone* and never *again* to return, from each of which she *got* only what she *gave*.

P

WARM-UP: put, speak-special-speech, experience, suppose, except, expect-especial; possible, position, upon, opinion, part, particular; present-presence, appear, approximate, opportunity, spirit, express, explain; purpose, purchase, prepare, people, person, personal, perfect-proof.

DRILL: Who does not enjoy the *perfect speaker* who at any *opportunity* and *upon* any occasion can give *pleasure* to *people* by *presenting special experiences* or *expressing personal opinions* in a *pleasing spirit*? It is *possible* for some *persons* to take *part in speech*-making without having to *prepare* something *special* for every *purpose*. Others must *expect* to put forth *particular* effort and give *especial* attention to what they wish to offer as *proof* of a *position* they take, in order that they may not *appear* to be *presenting* only *approximate proof* of their *opinion*. *Suppose* we say that *except* for the gifted few who can *explain* anything in the *presence* of anybody without *special preparation*, *perfect* public *speaking* can be *purchased* only with *special* study and much *experience*.

B-PB

WARM-UP: be-by-but, belief-believe, behind, about, object, business, body, bring, bill-build, oblige; public-publish, probable, problem; book, become, big-beg; between, bad-bed, beauty, been, bound

DRILL: For those of the *public* who can read *books published about* any subject, no matter how cheaply *bound*, have *become* open doors to both the *bad* and the *beauty* of our living. *Between* these covers can *be* found what is *behind big business* and *begging problems*; *obliging beliefs*, and *objecting believers*. Any *bill* for a good *book* is worth what it *brings* in ideas, from *built-in beds* to health suggestions for the *body*. It is *probable* that never has there *been* a time when so much can *be* learned *by* mere reading, *but* how many will be reading?

F-V

WARM-UP: for, force, sufficient, full, fall-follow, first, far-favor, effort, after, advertise, advantage, ever, every, several, very, have; before, above, previous; friend-friendly, further, future, effect, floor-flour; various, value, love, govern-government

DRILL: *Governments* can expect to be *friendly* in their *various* national dealings only insofar as *every* individual under *every government first* learns to *govern* himself with respect to his dealings with other individuals. He who *governs* was *first* among the *governed*, when *full* opportunity was given him to take *advantage* of another *(Continued on page 516)*

Brief-Form Drills

MARTHA GLANTZ WESTBERG

Part II

R-RK-KR

Warm-up

Drill.

G-L

Warm-up

Drill

P

Warm-up

Drill

B-PB

Warm-up

Drill

F-V

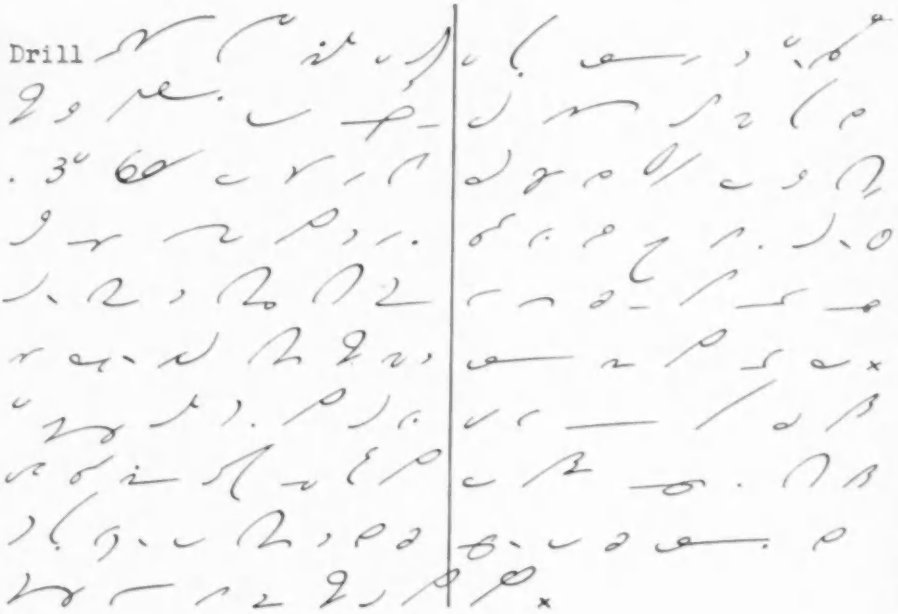
Warm-up

Drill

TH and BLENDS

Warm-up

Drill



(Concluded from page 512) through *force*, or to seek another's *favor* as a *friend* through *love* of fair dealing *above* all else, be it in the selling of a sack of *flour* or in performing any one of *several* services. The course a man *follows* as an individual will *have* a *far*-reaching influence on his *future* in a *governing* body, should he *ever have* such opportunity. *After* directing *every effort* and *sufficient* personal *advertising* to gain a position of national importance it is often *very* difficult *for* a man speaking from the *floor* of a great ruling house to remember his *previous* beliefs in the *effects* of *friendliness* among individuals. Power can *force* a man to rise or *fall* in the *farthering* of beliefs he acknowledged *before* his days of public office.

TH and BLENDS

WARM-UP: the, there-their, thing-think, thank, they, either, with, without, thorough-ly-three, whether, other, another; that, those, than-then, them; this, differ-different-difference, difficult-difficulty, definite; and-end, industry, went, want, into, until, individual, hundred; attention, stand, time, tomorrow

DRILL: At *this time tomorrow hundreds* of *individuals*, after *thorough* drilling, will march in a *three* o'clock parade or *stand* at *attention until another* great day is at an *end*. *This* year is *definitely different* from *other* years. It is not *difficult* after war is over to forget *industry* for a day *and think* of *those without* whom *there* would be no special day for being *thankful*. Our *difficulty* is *that* we forget *them* too soon after *their* day of being remembered is over. *They* did not *want* to go *into* war, but *they went whether they* agreed or *thoroughly differed with the thing they* were to bring to an *end*. Why *then* can we not do more *than* merely remember one day in the year? What *the* men did *either* does or does not make a *difference* to us now. Are we remembering *that* daily?

Rush Jobs

(Concluded from page 507)

Is it all arranged in sequence and understandable at first glance? If it is a typewritten job are any words misspelled? Any strikeovers? Have you made the proper number of copies, and are all the carbons clear and distinct?

A girl who can give quick, accurate service will be called upon to do many important rush jobs and will be of invaluable aid to her chief, who will admire and appreciate her for her good work. Being a private secretary is interesting and absorbing work because it is so varied. It isn't just straight dictation and transcription, and every stenographer worth her salt has her eye on a future private secretarial job. In business you never know what's waiting around the corner for you. That's what makes it all so interesting and exciting.—*Mary Smith*

Take a Tip from Tony

(Concluded from page 508)

unanimously approved and where he was appointed to head the department to develope the idea.

Mr. Cunard is fortunate, in more ways than one. Fortunate his idea was accepted, and fortunate that he also has a thinking secretary, a young lady who came through when the chips were down. Miss Guido had saved the day by retaining her old shorthand notebooks. It could be that Mr. Cunard is appreciative, because Miss Guido's pay envelope has been a little thicker of late.

OF course the idea of saving notebooks is not a new one. Many of you secretaries and stenographers have been doing it for some time, and I'll bet that many of you have "saved the day" at one time or other, too, by getting one of those old notebooks from your desk to read a letter that had been dictated some time ago and was not available in the file. On some jobs the retaining of old notebooks is compulsory. I understand that Jack Romagna, President Truman's personal reporter and last year's winner of first place in the Individuals Division of the O.G.A. Contest, has had to keep all his used notebooks filed away. (Imagine the importance of the many historic moments that are recorded on those pages.)

SOMEONE asked me the other day what I considered the most important "tip" of all that I've given you in the past months. Well, staying brushed up, getting to work on time, making full use of the dictionary, using your spare time to best advantage, thinking, and not gossiping, are really equally important. And here's a parting tip, in case you've not already made it habitual while in school: Proofread a letter, before turning it in, as though you're actually looking for errors; don't just skim over it. If you just skim over a letter all your crimes will come back to plague you at the end of the day when the boss reads the mail to be signed. Not only is it embarrassing to have a letter returned for correction, but it requires extra work if the boss has marked it up (which he will!). Actually try to find the errors when you proofread!

Now good-bye for the summer, and a happy vacation!

Information Desk

Don't you often have questions to ask about the work of secretaries, stenographers, typists, or shorthand reporters? Why not send them to Information Desk, The Gregg Writer, 270 Madison Avenue, New York 16, N. Y.? A letter is not necessary, a postal card will do.

▼

1. Please inform us where we may obtain books on good letter writing and rules for punctuation. We are also interested in a book on how to improve our English.—*V. B.*

For the types of letters a secretary composes herself, we suggest *Applied Secretarial Practice, 2d Ed.*, one of our Company's texts; also *Letter Writing in Business* (Conant), for the junior executive, and Virginia Young's *You'll Like to Write Letters.*

Punctuation you will find helpfully treated in our *The English of Business*, in *English Style Studies for Stenographers*, and in *Stenographers' Transcription Reference.*

The *Century Handbook of Writing* (Greever and Jones) and *Crowell's Dictionary of English Grammar* might be added to our *English of Business* in your personal library, for helps in English.

The American Book Company, D. Appleton & Company, Doubleday Doran & Company, Harper & Brothers, The Macmillan Company, McGraw Hill Book Company, Prentice-Hall, Inc., and The Ronald Press Company, all of New York, publish one or more books on letter writing, punctuation, and English.

2. In transcribing testimony is it correct to paragraph both question and answer, or should the answer be run into the end of the question?

Q. Where were you born? A. Frederickstad, St. Croix, V.I.

I notice that you use this style in the Reporter's Department of your magazine.—*I.B.*

Some reporters paragraph Q's and A's separately, but the New York Supreme Court staff and many other reporters run the answers into the questions, as shown. Clients may have found the old style unduly costly (charges are made by line); too, lawyers no doubt can refer to the record more easily where each break represents one complete question and answer.

Teachers' Division

T. J. Ceeney
3d

Martha V. Johnson
2d

Sister Clare
1st

Donald C. Miller
4th
Philip Sakewitz
5th

Daisy E.
Conquest
6th

Anne
Rice
7th

THEY WROTE BEAUTIF

RE

FROM the north, south, east, and we came thousands upon thousands entries for the International O.G.A Contest. Secretaries, stenographers, teac ers, reporters, students, and those wi write shorthand as a hobby, vied for fir place, but were thrilled and happy that th even "placed" in a competition that attrac thousands of outstanding shorthand write from all parts of the world. We were u able to pronounce the names of some the contestants, but their beautiful not were as fluently read as the printed pag and little personal touches, like the few w quote, added zest to our examiners' work

LITTLE did I think that I would eve again write for the O.G.A. Contest, whe tied like hogs we were marched down h dusty roads to the prisoner-of-war camp in Manila! But here is my entry. I am thrilled just to be writing shorthand again.

"I just received the 140 Gregg Speed pi and I am the envy of the other stenos her The Big Boss, reading about it in our com pany paper, sent for me and offered m the job of special recording secretary. I seems that he has need of a fast shorthand writer to sit in on the board meetings He was glad to find someone in the or ganization that could qualify for the pos tion. Practice for the O.G.A. CONTEST started my interest in shorthand practic

O.G.A. CONTEST WINNERS

Individuals

Wm. H. Lehr
1st

Betty Bowles
2d

Beverly Beaudoin
3d

Betsy Jung
4th

Rita Yenke
6th

Bernardine
Starr
7th

Lena Vecoli
8th

ORTHAND

RE CE E. ULRICH

l we ich led to the higher speed award—and ds dentally to my thrilling new position!" O.G.A Who started this whole idea of 'hours teac practice' for the O.G.A., anyway? It's w possible to stop writing until the last r fir ote. It's so much fun! Even my wife t th read my notes now—worse luck!"

trac

rite ONGRATULATIONS to our winners! re u was a superb job. And our sincere ne HANK YOU!" to all of you who en- note ed the Contest. Though you did not all pag , the practice that you do between now w w next December, when the new contest work l be announced, should place your name ing the prize winners next time. And ev s daily stint for better notes will im- whe ve your daily work in the office or the n h ssroom. You have much to gain in am ving for perfection of shorthand writing I a le.

gain

I pi E are making way, without further her nment, for the names of the winners— com s event is becoming so large that we I m e not been able to carry the complete . I ort in the June issue the past few years hand ut the long list of 1947 winners graphi- ings y tells the complete story!

: o Why not send a letter of congratula- posi ns in your very best shorthand to the EST mers? You might be repaid by a "Thank ctio " note in beautiful, beautiful shorthand!

ST. JOHN'S ACADEMY
JAMESTOWN, N.DAK.
U.S. MAIL
HAVERFORD
TOWNSHIP
SENIOR
HIGH
OGA.
OGA CONTEST
OGA
contest
copy
OGA
WEIRITES
OGA
1951
NOTRE DAME
GOD BLESS AMERICA
OGA-REGINA HIGH SCHOOL

Results of the International O. G. A. Contest

SCHOOL DIVISION WINNERS

GRAND SCHOOL PRIZE

Silver Loving Cup to the School and a $50 Savings Bond to each Teacher

Woodbury College, Los Angeles 14, California; *Mabel Morton* and *Josephine Connors*, teachers. Score: 99.4

DIVISIONAL PRIZES

First-Prize Trophy to the School and $25 in Savings Bonds or Savings Stamps to the Teacher or Teachers

High School and College Division: Dracut High School, Dracut, Massachusetts; *Ann R. Forys*, teacher. Score: 90.9

Private Schools Division: Margaret Dietz Commercial School, Honolulu 24, Hawaii; *Agnes H. Miwa*, teacher. Scores 94.2

Parochial Schools Division: St. Francis Studios, Balboa, Canal Zone, *Sister M. Georgina*, teacher. Score: 87.6

Second-Prize Banner to the School and a Gregg Dictation Timer to the Teacher or Teachers

High School and College Division: Farrington High School, Honolulu 35, Hawaii; *Mary Mayer, Mrs. Florence Sakai*, and *Mr. Nyuk Shin Ching*, teachers. Score: 90.2

Private Schools Division: Hilo Commercial College, Hilo, Hawaii; *Mrs. Daisy E. Conquest* and *Alice Okuda*, teachers. Score: 91.5

Parochial Schools Division: Holy Name of Jesus High School, Worcester 3, Massachusetts; *Sister M. Rose Lillian*, teacher. Score: 85.3

Third-Prize Banner to the School and a Gregg Official Fountain Pen to the Teacher or Teachers

High School and College Division: Secretarial Training School, San Jose, California; *Ruby L. Pople*, teacher. Score: 74.9

Private Schools Division: Centralia High School, Centralia, Washington; *Grace T. Mickelson*, teacher. Score: 89.5

Parochial Schools Division: Saint Mary's Central High School, Carlyle, Illinois; *Sister M. Elfrida*, teacher. Score: 85.1

Prize-School Banner Winners

High School and College Division

High School, Hilo, Hawaii; *Kathleen L. Arnold*, teacher. Score: 88.3

High School, Marysville, Kansas; *Irene Creager*, teacher. Score: 86

High School, Albuquerque, New Mexico; *Lillian M. Kieke* and *Wilma Deen*, teachers. Score: 84.2

Humboldt High School, St. Paul 7, Minnesota; *Mrs. Anna G. Ryan*, teacher. Score: 83.2

St. Helens High School, St. Helens, Oregon; *Rosa G. Webber*, teacher. Score: 80

Private Schools Division

Barnes School of Commerce, Denver, Colorado; *Helen Linea Rosedahl*, teacher. Score: 74

Galusha School of Business Training, Honolulu 1, Hawaii; *Margaret T. Piltz*, teacher. Score: 71

Weylister Junior College, Milford, Connecticut; *Rhoda L. Marks*, teacher. Score: 69.3

Marin Junior College, Kentfield, California; *Mildred Meins*, teacher. Score: 63

Beacom College, Wilmington 99, Delaware; *Isabella B. Hitch*, teacher. Score: 60.1

Parochial Schools Division

St. Mary's Academy, Colon, Panama; *Sisters M. Heribertha* and *M. Stanislaus*, teachers. Score: 85

Academie Sainte-Marie, Haileybury, Ontario, Canada; *Sister Sainte-Ludivine*, teacher. Score: 84.2

St. Ann's Academy, Rawdon, Quebec, Canada; *Sisters M. Monique-du-Rosaire* and *M. Madeleine-du-Calvaire*, teachers. Score: 83.3

Mundelein Cathedral High School, Chicago 10, Illinois; *Sister Mary St. Monica*, teacher. Score: 82.3

Notre Dame Academy, Southbridge, Massachusetts; *Sisters St. Jean-du-Cenacle, Antoine-de-l'Assomption*, and *Francoise-de-S.J.*, teachers. Score: 82.2

(Continued on page 524)

Grand Prize Trophy Winner

1st Parochial

1st Private

2d Parochial

1st High School

2d Private

Honorable Mention Banners—All School Divisions

Arizona

Gila Junior College, Thatcher; J. Bryce Sardiga, teacher

California

La Sierra College, Arlington; Irene E. Ortner, teacher
High School, Chino; Evelyn W. Jackson, teacher
Central Union High School, Fresno; Annabel Drenth, teacher
Technical School, Fresno; Ethel McCormack and Nancy Webster, teachers
Manual Arts High School, Los Angeles 37; Josephine T. Harrison, Alice Floyd, and June Peterson, teachers
Union High School, Orange; Martha Z. Schmitt, teacher
Hoover High School, San Diego 5; Mabel Edson, Martha Miller, and Rose Summers, teachers
Moreland Notre Dame High School, Watsonville; Sister Miriam Julie, teacher

Canada

Our Lady of Mercy Convent, Aylmer, Quebec; Sister Jean des Lys, teacher
Joubert School, Dorval, Montreal 33, Quebec; Sisters Emma de la Sagesse and Gilles de l'Enfant Jesus, teachers
Academie du Sacre-Coeur, Magog, Quebec; Sister St. John of the Cross, teacher
St. Angela Academy, Montreal 3, Quebec; Sisters Mary Mediatrix and Mary Ernestine, teachers
Holy Angels Academy, St. Jerome, Quebec; Sisters Marie Sylvio and M. Rose Pauline, teachers
Holy Rosary Commercial School, St. Stephen, New Brunswick; Sister Mary Charles, teacher

Connecticut

High School, Rockville; Rina Campo, teacher

District of Columbia

Western High School, Washington 7; Mrs. Margaret L. Sutherland, teacher

Florida

High School, Bartow; Mrs. Mamie Cox, teacher

Hawaii

St. Andrew's Priory, Honolulu 43; Fannie Yang Uhm, teacher

Illinois

High School, Batavia; Miss B. S. Schumann, teacher
Academy of Our Lady, Chicago 43; Sister M. Cunigundis, teacher
Alvernia High School, Chicago 18; Sisters M. Wilbert and M. Jacqueline, teachers
Township High School, Forrest; Hattie K. Heinhorst, teacher
Township High School, Genoa; Elaine Brede, teacher
Hurst-Bush Community High School, Hurst; Norma A. Satterfield, teacher
Community High School, Lanark; Mrs. Rachel Shepherdson, teacher

Indiana

Lockyear's Business College, Evansville; Lottie M. Mills, teacher
Central High School, Fort Wayne 2; Georgia Heal, teacher
Horace Mann School, Gary; Tressa G. Sharpe and Julia C. Brown, teachers
Huntington College, Huntington, Stella G. Eastman, teacher
Manchester College, North Manchester; Dorothy W. Johnson, teacher

Iowa

Xavier High School, Dyersville; Sister Angela Marie, teacher
High School, Maquoketa; Elizabeth E. Lonergan, teacher
Des Moines Township Consolidated School, Rolfe; Lois Schneck teacher
St. Ann's School, Vail; Sister Mary Mark, teacher
High School, Woodbine; Mae M. Hanlon, teacher

Kansas

Ward High School, Kansas City 2; Sisters Ann Jeannette and Ann Rupert, teachers
High School, Newton; Christine E. Hetzel, teacher
Rural High School, Victoria; Sister M. Petronilla, teacher

Maine

Saint Andre High School, Biddeford; Sister M. Elise-de-la-Croix, teacher
High School, Caribou; M. Eugeania Rugan and Sadie Hackett, teachers

Maryland

Institute of Notre Dame, Baltimore 3; Sister Mary Carmella, teacher
St. Elizabeth's School, Baltimore 21; Sister M. Margaret Philomene, teacher
Bethesda-Chevy Chase High School, Bethesda 14; Lillian G. Moore, teacher
St. Joseph's College, Emmitsburg; Julia Hynes Christie, teacher

Massachusetts

St. Joseph's High School, Lowell; Sister St. Matthieu, teacher
Saint Louis Academy, Lowell; Sisters Agnes-du-Sauveur, Marie-de-Lourdes, and Germaine-de-Jesus, teachers
St. Jean Baptiste High School, Lynn; Sister Mary Perpetue, teacher
St. Ann's Academy, Marlboro; Sister M. Laurence-de-J, teacher
St. Anthony High School, New Bedford; Sister M. of St. Francis of Annecy, teacher

Michigan

Fordson High School, Dearborn; Marion Hunsicker and Wanda Chrobak, teachers
Sweetest Heart of Mary High School, Detroit; Sister Mary Thaddea, teacher
High School Ecorse 18; C. H. Peterson and Mildred Jones, teachers
South High School, Grand Rapids; Idah F. Willison, teacher
High School, Hazel Park; Eleanor Thomas, teacher
St. Mary Academy, Monroe; Sister Marie Justine, teacher
Arthur Hill High School, Saginaw; F. Alison Spence and Mrs. Marie Crittenden, teachers

Minnesota

Guardian Angels High School, Chaska; Sister Eleonore, teacher
High School, Chisholm; Marguerite C. Fischer, teacher
High School, Kenyon; Marcella Rechtzigel, teacher
Mankato Commercial College, Mankato; Maude S. Haskell, teacher
High School, Rosemount; Irene A. Wimmer, teacher
High School, South St. Paul; Marie Mahaffy and Helen Adair, teachers
High School, Willmar; Edith M. Johnson, teacher

Missouri

St. Joseph Academy, Chillicothe; Sister M. Annunciata, teacher
St. Peter's High School, Joplin; Mrs. Hortense C. Aldridge, teacher
High School, Lancaster; Elsie Deutschmann, teacher
Xavier High School, St. Louis 8; Sister Mary St. Clarence, teacher

Nebraska

St. Boniface High School, Elgin; Sister M. Digna, teacher
High School, Stromsburg; Jean C. Swinbank, teacher

New Hampshire

Hesser Business College, Manchester; Mildred Goff, teacher
St. Marie High School, Manchester; Sister M. St. Celesta, teacher

New Jersey

Grace Business School, Morristown; Sister M. Divine Compassion, teacher
Our Lady Queen of Peace High School, North Arlington; Sisters Catharine Anita and Irma Matthew, teachers

New Mexico

St. Mary's High School, Albuquerque; Sister Martin Marie, teacher

New York

Central School, Averill Park; Mrs. Dorothy H. England and Lucile Ganley, teachers
Immaculate Heart of Mary Academy, Buffalo 11; Sister Mary Liliose, teacher
High School, Westhampton Beach; Elizabeth F. Ward teacher

North Dakota

St. John's Academy, Jamestown; Sister Teresa Regis, teacher
High School, Blanchester; Flora Culberson, teacher
St. Mary High School, Cincinnati 8; Sister Alice Jerome, teacher
St. Joseph Commercial High School, Dayton 2; Sisters Helen Paul and Rose Anita, teachers
High School, Waterford; Laura C. Sharp, teacher

Oklahoma

Holy Family School, Tulsa 5; Sister Mary Ethelreda, teacher

Oregon

Union High School, Tigard; Nellie Elwert, teacher

Pennsylvania

Churchman Business College, Easton; Viola V. Hopkins, teacher
John Harris High School, Harrisburg; Anne E. Read and Mrs. Elizabeth G. Railing, teachers

Rhode Island

Notre Dame High School, Central Falls; Sister Marie-Donalda-du-Sacre-Coeur, teacher
East Senior High School, Pawtucket; Margaret M. Farrell, Mary E. Kelaghan, and Mary W. Newton, teachers

(Continued on page 527)

3d Parochial
HONORABLE MENTION
1943
HIGH SCHOOL
PRIZE SCHOOL
1944

3d High School

3d Private

4th Parochial

4th Private

4th High School

5th Private

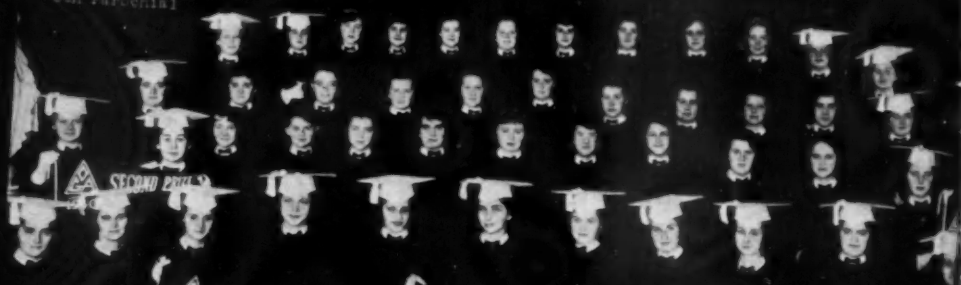
5th Parochial

1946 PRIZE SCHOOL

5th High School

6th Private

6th Parochial



1942 THIRD PRIZE

1943 HONORABLE MENTION

1947 SIXTH PRIZE

1946 SEVENTH PRIZE

1941 SECOND PRIZE

(Continued from page 524)

St. Xavier's Academy, Providence 3; Sister Mary Stephen, teacher

South Carolina

Parker High School, Greenville; Lucile Miller, teacher

South Dakota

Senior High School, Huron; Laura Briscoe, teacher
High School, Lead; Nina E. Nation, teacher
Central High School, Madison; Muriel Jones, High School, Webster; Jane Adams, teacher

Tennessee

Convent of the Good Shepherd, Memphis 4; Sister M. of St. Andrew, teacher
Sacred Heart High School, Memphis; Sister Mary Angeline, teacher

Texas

St. Mary's Academy, Austin 22; Sister Marie Julie, teacher
St. Joseph's Academy, El Paso; Sister Charles Therese, teacher
Sam Houston State Teachers College, Huntsville; Loyce Adams, teacher

Vermont

Sacred Heart High School, Newport; Sister Isabella of Jesus, teacher
St. Anne's Academy, Swanton; Sister Francis Emilienne, teacher

Washington

High School, Port Townsend; Mrs. Emma Pringle, teacher.

(See page 528 for schools winning Honorable Mention Certificates.)

St. Euphrasia High School, Seattle 3; Ida Payzant, teacher

West Virginia

High School, Shinnston; Velma Love, teacher
Weir High School, Weirton; Miriam Mahl and Mrs. Dolores Pickens, teachers

Wisconsin

Lincoln High School, Hurley; Therese Schuh, teacher
Union High School, Milton Junction; Ruby A. Agnew, teacher

Foreign

The Convent High School, St. John's, Antigua, British West Indies; Mother Mary Odilia, teacher

Immaculate Conception High School, Constant Spring, Jamaica, British West Indies; Sisters M. Evangelista and M. Ambrose, teachers

Colegio Internacional de Maria Inmaculada, Vista Del Mar, Panama, Republic of Panama; Sisters M. Frida, M. Borromea, and M. Magna, teachers

St. Rose Commercial High School, Bayamon, Puerto Rico; Sister Albertus Marie, teacher

Colegio del Inmaculado Corazon de Maria, Pereira, Caldas, Colombia, South America; Sisters Mary Magna and Virginia, teachers

St. Patrick's School, Frederiksted, St. Croix, Virgin Islands; Sister Mary Leona, teacher

WINNERS OF INDIVIDUAL AWARDS

FIRST PLACE: *Silver Trophy*—William H. Lehr, 1842 Howard Street, Pittsburgh 12, Pennsylvania
SECOND PLACE: *Gold O. G. A. Medal*—Betty Bowles, Oklahoma A. & M. College, Stillwater, Oklahoma
THIRD PLACE: *Dictation Timer Wrist Watch*—Beverly J. Beaudoin, Secretarial Training School, San Jose, California

Next Five Places

Fountain Pen Desk Sets

Betsy Jung, The Gregg College, 6 North Michigan Avenue, Chicago 2, Illinois
Manuel Esgra Enicola, Bilidan, Lucena, Iloilo, Philippines
Rita Mary Yenke, 2927 Kingston Avenue, Dayton 10, Ohio
Bernadine Starr, Woodbury College, Los Angeles 14, California
Lena M. Vecoli, 22 Cute Street, Pawtucket, Rhode Island

Next Ten Places

Gregg Shorthand Reporting Course

Kimie Matsunaka, 3137-B Brokaw Street, Honolulu 56, Hawaii
Kikuno Matsumoto, Hilo Commercial College, Hilo, Hawaii
Constance Ho, 1819-A Fern Street, Honolulu 27, Hawaii
Steve Deerkoski, 194 Java Street, Brooklyn, New York
Elizabeth Fabac, 512 Ohio Avenue, Kansas City, Kansas
Therese St. Pierre, 19 Larch Street, Worcester, Massachusetts
Aurita Hepburn, St. Mary's Academy, P. O. Box 245, Colon, Panama
Maria Teresa Limnio, P. O. Box 636, Colon, Panama
Frances Schiller, Saint Louis Academy, Lowell, Massachusetts
Donna Flann, 1603 Willis Street, South St. Paul, Minnesota

Next Twenty-Five Places

A year's subscription to the Gregg Writer and a Gold and Enamel O. G. A. Pin

Beatrice Ho, 1541 E. Liliha Street, Honolulu, Hawaii
Marie Doebeli, 13877 Lithgow, Dearborn, Michigan
Rodna Gryde, 904 West 57th Street, Los Angeles, California
Mary Jo Brown, Las Animas, Colorado
Francoise Urbain, Saint Ann's Academy, Rawdon, Montcalm, Quebec, Canada
Theresa Bibeau, 53 Worcester Street, Southbridge, Massachusetts
Lily Kawaoka, 2239 Manoa Road, Honolulu 54, Hawaii
Shirley Umetsu, Keahua, Maui, Hawaii
Gisele Gazaille, Notre Dame High School, Central Falls, Rhode Island
Irma Margarita Chavez, St. Angela Academy, 2450 St. Antoine Street, Montreal 3, Quebec, Canada
Irene Hallax, St. Francis Studios, Box 222, Balboa, Canal Zone
Theresa Park, Maryknoll School, 1701 Wilder Avenue, Honolulu 10, Hawaii
Jennie De Boer, 514 Washington Avenue, Holland, Michigan
Chang Chi-chu, c/o Hung Yu Commercial Company, Belfran Bldg., 7 Chung Cheng Road, Tientsin, China
Henrietta Brenner, 2484 Yates Street, Denver, Colorado
Parker Westbrook, Circuit Court Reporter, Nashville, Arkansas
Esther Grossman, St. Joseph's College, Emmitsburg, Maryland
Mary Lou White, High School, St. Helens, Oregon
Margaret Hustler, Negus-Premier College, 1 Byron Street, Bradford, Yorkshire, England
Joyce Katrina Faulkner, 2609 Central, Detroit 9, Michigan
Alice Iwasaki, 311 12th Avenue, Seattle 22, Washington
Dora Lilian Wilson, Ashleigh House, 176 Tennyson Place, Bradford, Yorkshire, England
C. Mildred Christian, 54 Marion Avenue, Springfield, New Jersey
Gerry Rutkowski, 300 S. Collington Avenue, Baltimore 31, Maryland
F. Beatrice Waterhouse, R. F. D. No. 1, Killingly, Connecticut

Honorable Mention—School Division

Gold Seal Certificate Winners

Arizona

St. Mary's Girls' High School, Phoenix; Sisters M. Florita and Mary Fidelia, teachers

California

High School, Canoga Park; Rose V. McGonigle, teacher

Polytechnic High School, Long Beach 6; Mrs. Irma Himmelbauer, teacher

Belmont High School, Los Angeles; Pauline E. Herring, teacher

Union High School, Santa Clara; Imo R. Garner, teacher

Union High School, Selma; Mrs. Edna Olberg, teacher

Canada

Mount St. Bernard College, Antigonish, Nova Scotia; Sister St. Mary Donald, teacher

Composite High School, Edmundston, New Brunswick; Ruth Delaney and J. Rinaldo Ruet, teachers

School District 1658, Marcelin, Saskatchewan; Sister M. Therese-Alma, teacher

Notre Dame Secretarial School, Montreal, Quebec; Sister St. Mary of Sion, teacher

St. Mary's Academy, Newcastle, New Brunswick; Sister St. Rose, teacher

Our Lady of the Sacred Heart Convent, Ottawa, Ontario; Sister St. Celestine, teacher

Presentation of Mary Convent, Philipsburg, Quebec; Sister Agnes de Ste. Marie, teacher

Academy Notre-Dame du Sacre-Coeur, St. Joseph, New Brunswick; Sister Marie-des-Lys, teacher

Presentation of Mary School, Sweetsburg, Quebec; Sister M. Francois de Jesus, teacher

Connecticut

SS Cyril & Methodius Com'l High School, Bridgeport; Sister M. Daniel, teacher

Roger Ludlowe High School, Fairfield; Rose Veckerelli, teacher

Laurel College, Meriden; Mrs. Belle J. Beebe, teacher

High School, Naugatuck; Martha V. Johnson, teacher

Georgia

Bessie Tift College, Forsyth; William Crosland, teacher

Hawaii

St. Anthony Girls' High School, Wailuku, Maui; Sister Mary Jude, teacher

Idaho

St. Teresa's Academy, Boise; Sister Josephine Marie, teacher

Illinois

Township High School, Amboy; Ruby Brumm, teacher

Madonna High School, Aurora; Sister M. Margarita, teacher

Josephinum High School, Chicago 22; Sister Xaveria, teacher

St. Ann High School, Chicago 8; Sister M. Speciosa, teacher

St. Martin Commercial School, Chicago 21; Sister M. Dominic, teacher

High School, Huntley; Hannah Martin, teacher

Township High School, Mazon; Marian Davies, teacher

Community High School, Minonk; Vernalee Norton, teacher

Community High School, New Baden; Marie Graesser, teacher

Community High School, Newton; Jewell Emmerich Bauman, teacher

University High School, Normal; Mary D. Webb, teacher

Community High School, Pekin; Myrtle Mabry, Eunice Aebischer, and Juliabel Strauch, teachers

High School, Plainfield; Mrs. Jeanette Trumpy, teacher

Township High School, Rochelle; Doris Howell, teacher

Township High School, Savanna; Myrtle Rose, teacher

Township High School, Seneca; Nellie B. Herbert and Virginia DeWitt, teachers

Indiana

High School, Eaton; Doris Kintzel, teacher

High School, Southport; Margaret D. Janert, teacher

Catholic High School; Washington, Sister Mary Angelica, teacher

Iowa

High School, Bloomfield; Vera Ritzinger, teacher

High School, Belle Plaine; Dorothea Carver, teacher

Bayless Business College, Dubuque; Florence Ludwick and Joy Allshouse, teachers

Kansas

Clay County Community High School, Clay Center; Elsie Borck, teacher

Maine

High School, Ellsworth; Minnie J. Libby, teacher

High School, St. Agatha; Sister Christine de Marie, teacher

Maryland

Catholic High School, Baltimore; Sisters M. Hortense, M. Thomasine, and M. de Sales, teachers

Massachusetts

St. Mary's High School, Beverly; Sister Mary Cletus, teacher

St. Gregory's High School, Dorchester; Sister Therese Martina, teacher

Holy Trinity High School, Roxbury 19; Sister Alice Marie, teacher

Our Lady of Perpetual Help High School, Roxbury 20; Sisters Mary Solano, Mary Fridian, and Mary Magdalen, teachers

St. Ann's School, Webster; Sister M. Leocadia of Jesus, teacher

Michigan

Emmanuel Missionary College, Berrien Springs; Mrs. Elsie O. Johnson, teacher

St. Clement School, Center Line; Sister Jean Marie, teacher

Holy Rosary High School, Detroit 2; Sister Marie Catherine, teacher

Visitation High School, Detroit 6; Sister Marie James, teacher

Christian High School, Holland; Sena Grevengoed, teacher

St. Jean High School, Muskegon; Sister Mary Fides, teacher

Our Lady of Lourdes School, River Rouge 18; Sister Mary Martin, teacher

St. Patrick School, Wyandotte; Sister M. Maurice, teacher

Minnesota

St. Mary's High School, Bird Island; Sister Mary Ruth, teacher

Washington High School, Brainerd; Grace Van Arnam and Anna L. Lord, teachers

Memorial High School, Ely; Clara McIver, teacher

High School, Grand Meadow; Mrs. Ruth G. Sween, teacher

High School, Luverne; Dorothy M. Yungers, teacher

Good Counsel Academy, Mankato; Sister M. Elisabeth, teacher

Holy Trinity High School, New Ulm; Sister Lawrentia, teacher

High School, Owatonna; Hazel M. Berglund, teacher

High School, Pipestone; Margaret Lowe, teacher

Missouri

Normandy High School, St. Louis; Marion F. Beck, teacher

High School, Washington; Leona F. Evans, teacher

Montana

St. Mary's of the Mount School, Helena; Sister Mary of St. Clementine, teacher

Custer County High School, Miles City; Helen Hoover, teacher

Nebraska

High School, Clay Center; W. Wallace Allen, teacher

North High School, Geneva; Angeline Reicha, teacher

High School, Mitchell; Shirley Andersen, teacher

St. Joseph High School, Omaha 9; Sister Mary Benitia, teacher

Nevada

County High School, Elko; C. Gulbrandson, teacher

New Jersey

Weequahic High School, Newark; Elizabeth Baker, teacher

Eastern Academy, Paterson; Helen Knoistra, teacher

New Mexico

High School, Hobbs; Grace E. Richardson, teacher

New York

St. Mary's Academy, Champlain; Sister Marie Odile, teacher

High School, Herkimer; Anna E. Matis, teacher

Victory Business School, Mount Vernon; Sister Frances Teresa, teacher

High School, Niagara Falls; May I. Lanigan, teacher

High School, Oceanside; Mary E. Sullivan, teacher

Central School, Waterville; Catherine R. Carmody, teacher

Ohio

Mount Marie Academy, Canton 7; Sister M. Borromeo, teacher

Sacred Heart Commercial School, Columbus 1; Sister M. Pascal, teacher

Jefferson Township High School, Dayton 9; Marcella Henry, teacher

Marymount High School, Garfield Heights 5; Sister M. Evangelist, teacher

Notre Dame High School, Hamilton; Sister Elise, teacher

St. John High School, Lima; Sister M. Laurene, teacher

St. Rose High School, Lima; Sister Mary Immaculata, teacher

St. Francis de Sales School, Newark; Sister Rose Miriam, teacher

(Continued on page 534)

7th Private

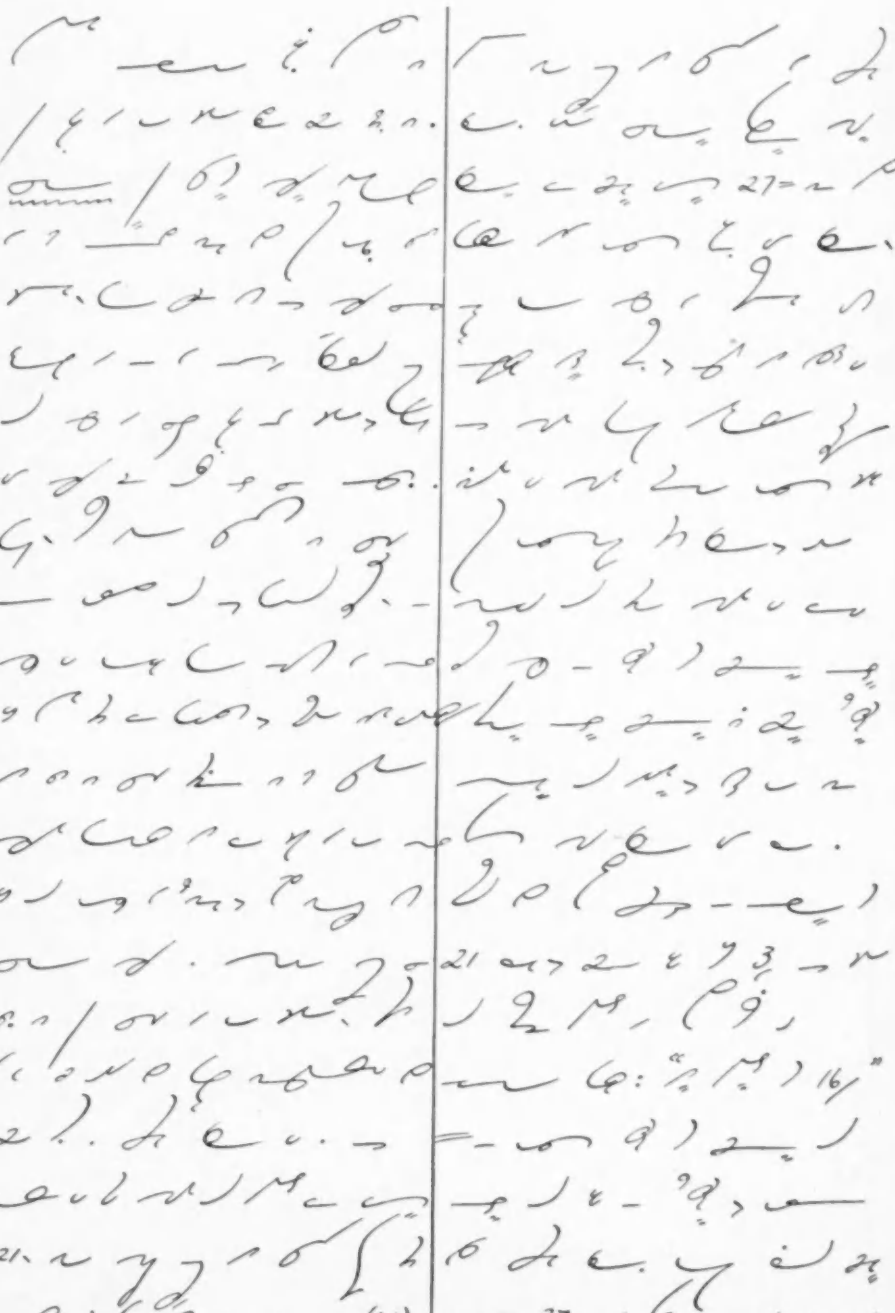
7th High School

8th High School

8th Private

Transcription Speed Practice

(382 Standard Words)



(203) (179)

June Test Material

[All clubs of test papers should be accompanied by a typewritten list of names to expedite checking and insure accuracy in making out certificates. June copy is good as membership tests for O. A. T., C. T., and O. G. A. until receipt of the September issue]

Senior O. A. T. Test

INSTRUCTIONS: **Assume the letter and Advertising table are to be prepared for reproduction on the duplicating machine. Use semiblock style and open punctuation in the letter, leaving space for the signature of the advertising manager. Dictator's and stenographer's initials are to be put in proper position at the end of the letter. When completed, fill in as if your letter is one of the duplicated copies, name and address, and the current date. Prepare envelope also. Then type the tabulated form. Minimum office standard: Satisfactory work on first writing, in 40 minutes.**

ADVERTISING IN THREE MEDIA
(Millions of Dollars)

	Magazine Advertising		Newspaper Advertising		Radio Advertising		National Advertising
	Amount	Percentage of Total	Amount	Percentage of Total	Amount	Percentage of Total	Total
1921	894	34.3	180	65.7	—	—	274
1922	98	32.9	200	67.1	—	—	298
1923	118	36.5	205	63.5	—	—	323
1924	132	39.8	200	60.2	—	—	332
1925	152	40.9	220	59.1	—	—	372
1926	165	41.3	235	58.7	—	—	400
1927	181	44.3	225	55.0	3	0.7	409
1928	181	42.5	235	55.2	10	2.3	426
1929	197	41.4	260	54.6	19	4.0	476
1930	193	42.9	230	51.1	27	6.0	450
1931	158	39.6	205	51.4	36	9.0	399
1932	110	35.6	160	51.8	39	12.6	309
1933	98	35.7	145	52.7	32	11.6	275
1934	118	36.4	163	50.3	43	13.3	324
1935	124	36.4	167	59.0	50	14.6	341
1936	143	36.6	178	48.1	60	15.3	391
1937	161	38.1	191	45.3	70	16.6	422
1938	143	39.4	148	40.8	72	19.8	363
1939	152	39.3	152	39.3	83	21.4	387
1940	167	39.4	161	38.0	96	22.6	424
1941	180	40.2	162	36.1	106	23.7	448
1942	175	40.4	143	33.0	115	26.6	433
1943	228	40.6	180	32.1	153	27.3	561
1944	271	41.8	187	28.8	191	29.4	649
1945	305	44.5	190	27.7	191	27.8	686

Dear Sir: The information given in the tabulated form is of vital importance to you. It lists the amounts spent for different classes of advertising for the years shown at the left. You will also see the percentage of the total expenditure following the amounts, which are in millions of dollars.

This is a good cross section, showing as it does the total amounts expended on magazine advertising, on newspaper advertising, and on radio advertising. The information has been culled from the Advertising Information Bureau's statistics for the magazines; and information regarding the newspapers was provided by the Newspaper Editors Association. Very truly yours,

June Competent Typist Test

Use double spacing in typing this test

(To find the gross number of words you write, divide gross number of strokes by 5; then deduct ten words for each error to get net words written. Divide this by 10 to determine the net words per minute. The number of strokes is indicated at the end of each line in order to facilitate counting the gross number of strokes written.)

Strokes

In many offices where an information department is 51
not part of the organization—and this naturally applies 108
to a majority of offices — the secretary is usually the buffer 170
between the public and his employer. Even in large or- 224
ganizations, where an information department is supposed 281
to dispose of callers scientifically, many employers insist 341
upon their secretaries interviewing all callers, except per- 400
sonal acquaintances that have got by the intelligence de- 456
partment centered in the information bureau. 502

Thus, you will see there are two phases to the prob- 553
lem of meeting callers. If your position is one in which 611
you are expected to see everybody that comes into the 665
office, you should develop the qualities that are generally 725
to be found in the information bureau, fortressed with the 784
additional viewpoint that your office as secretary provides. 846
You will need a sort of detective skill in knowing the 901
worth-while people you will admit to the presence of 954
your employer. You will need to use good judgment in 1008
this for two reasons. First, you must not get the reputa- 1065
tion with him of being easy, or tenderhearted, with a 1119
predilection toward being influenced more by the aims 1173
and ambitions of the plausible caller than you are con- 1227
scious of his own convenience and wishes. You must be 1282
reasonably sure that any person you admit to your em- 1334
ployer's office is entitled to see him and is well worth his 1395
time. In order to do this you must judge of the impor- 1449
tance of the caller. Ability to judge human nature, as 1505
well as a comprehensive knowledge of the business and 1559
the matters that your employer will discuss with callers, 1617

Strokes

is essential. You cannot acquire this skill in a day. It 1677
will necessitate much earnest study, tact, diplomacy, re- 1734
sourcefulness, and many other qualifications. 1781

Often it is very difficult to judge the importance of a 1837
visitor by first impressions. Usually the bigger, the more 1897
broad-minded the caller is, the easier it will be to deal 1955
with him. But not all important persons are big and 2008
broad-minded. Many resent being questioned about the 2062
purpose of their visit. You must overcome these resent- 2117
ments by the force of your own personality, your unfail- 2172
ing courtesy, your courage, common sense, tact, and the 2228
brilliancy of your resourcefulness. Usually the man on 2284
a legitimate errand has nothing to conceal. Many callers 2342
on impossible errands are obsessed with the idea that if 2399
they can only see the top man in the firm all will be 2453
well. It is your duty to find out the nature of the errand 2513
of the caller, and render your own judgment on it. If 2568
it is a question about which you are doubtful and it is 2624
impossible for your employer to see the caller at the time, 2684
you must make some adequate arrangement for bring- 2733
ing the two together. 2756

You might ask the caller to make an appointment at 2807
another time, when your employer is not so busy; or, if 2862
it is a matter which he does not wish to attend to per- 2916
sonally, ask if there is not someone else who can take 2971
care of it. Situations of this kind can be handled tactfully 3034
without resorting to any sort of deception if the secretary 3094
is resourceful. 3111

If it is a matter which the secretary thinks should be 3165
brought to the attention of the employer, he may suggest 3222
taking a memorandum of the matters which the caller 3274
wishes to discuss and presenting it to the employer at 3329
a time when he can give them consideration.—*Taken from* 3372
"Secretarial Studies," SoRelle and Gregg.

[*Repeat from the beginning until end of the ten-minute test period.*]

Junior O. A. T. Test

INSTRUCTIONS: Arrange the following copy on one page. Use your judgment as to single or double spacing. Type the date in top right-hand corner. Type heading in all caps.

BROWN TREASURE Cocoa is native to the American tropics, but a large part of the culture was transferred to Africa because of cheap native labor. The cacao tree, rarely over fifteen feet in height, is strikingly beautiful, with broad, glossy, blackish-green leaves, silver dappled bark, and brightly colored pods. The fruit grows directly from the trunk and resembles an elongated cantaloupe weighing up to two pounds. While harvesting is simple, timing is essential, for unripe pods yield inferior beans. Ripeness is judged by the color of the pod, which changes to yellow, vermilion, or orange. The seeds ripen intermittently throughout the year.

The pods are opened with machetes and the soft pulp and beans . . . about twice the size of a large kidney bean and 20 to 50 per pod . . . are scooped out by hand. Curing is a complex and delicate process, and modern methods make use of mechanical equipment and controlled temperatures. After curing, the bean is ready to be manufactured into either cocoa or chocolate.

The initial process is identical. The beans are sieved to remove foreign matter and roasted until they are an even brown. The roasted beans are cracked, fanned, separated, then crushed between grinding stones. About half of the cocoa bean is oil or "butter" and since the grinding generates heat, a thick chocolate brown liquid emerges, which after cooling is known as "unsweetened chocolate."

To obtain cocoa, the "butter" is extracted from the chocolate. This is accomplished by placing the viscous mass of unsweetened chocolate in pots lined with camel's hair. When squeezed in a hydraulic press, a stream of yellow liquid flows from the vents at the bottom. This is the by-product . . . cocoa butter. A dry cake-like substance remains, which after being ground into powder and sifted is the cocoa of commerce.

Schools Winning Honorable Mention Certificates

(Continued from page 528)

High School, Wakeman; Luella O'Brian, teacher
High School, Worthington; Mrs. Vivian Welshaupt, teacher

Oregon

Union High School, Molalla; Lorraine Paulick, teacher

Pennsylvania

Slovak Girls' Academy, Danville; Sister M. Lilliana, teacher
Ebensburg-Cambria High School, Ebensburg; Martha H. Jones, teacher
High School, Elizabethtown; Erma M. Bell, teacher
Township High School, Havertown; Irene Kavasch and Elsie Myers, teachers
St. Boniface Business School, Philadelphia 22; Sisters Mary Jude and Mary Leola, teachers
St. Paul's High School, Scranton 9; Sister M. Seraphine, teacher

South Dakota

St. Joseph High School, Greenville; Sister Mary Cleophia, teacher
St. Agatha School, Howard; Sister M. Paroclete, teacher

Tennessee

Sacred Heart High School, Memphis; Sister Mary Angeline, teacher

Texas

St. Mary's Academy, Amarillo, Sister M. Emilia, teacher
Lamar College, Beaumont; Mrs. George C. Hall, teacher
Robert E. Lee High School and Junior College, Goose Creek; Fern Lane, teacher
St. Augustine School, Laredo; Sister M. Alban, teacher
High School, Seguin; Mrs. Albina Gibson, teacher

Washington

Central Kitsap High School, Silverdale; Mrs. Mable Kilkenny, teacher
Senior High School, Wapato; Hilda Mesick, teacher

West Virginia

Senior High School, Charleston; Mrs. Martha Frazier, teacher
University Rural High School, Morgantown; Dorothy Marie Watson, teacher

Wisconsin

Senior High School, Appleton; Bruno H. Krueger, teacher
Notre Dame High School, Milwaukee 4; Sister Mary Angella, teacher
Senior High School, Monroe; Beatrice Richards, teacher

Wyoming

Natrona County High School, Casper; Rita Kelliher, teacher
Lincoln High School, Green River; A. H. Hemkin, teacher

British Guiana

Convent of Mercy, Charlestown, Demerara; Sister Mary Elizabeth and Elsie H. Affonso, teachers

Red Seal

Alabama

Tuscaloosa County High School, Northport; Mrs. Neil G. Debter and Mrs. Cecil L. Davis, teachers

California

Notre Dame High School, San Jose 12; Sister Ann Loretto, teacher
High School, Santa Cruz; Grace L. Sherman, teacher

Connecticut

Farmington High School, Unionville; Mrs. Esther Van Horne, teacher

Delaware

High School, Claymont; Ella M. Gibb, teacher

Florida

High School, Paxton; Earline Mitchell, teacher
St. Joseph Academy, Saint Augustine; Sister Teresa Austin, teacher

Hawaii

Maui High School, Hamakuapoko, Maui; Mrs. Elaine W. Gilman, teacher
Maryknoll High School, Honolulu 24; Sister Mary Neri, teacher

Idaho

High School, Boise; Grace E. Armstrong, teacher

Illinois

St. Augustine High School, Chicago 9; Sister M. Fernanda, teacher
St. Michael's High School, Chicago 17; Sister Leonilda, teacher

SS. Peter & Paul High School, Chicago 17; Sisters Alma Joseph and M. Bernadone, teachers
St. Philomena Commercial School, Chicago 39; Sister M. Nicoline, teacher
St. Stanislaus Kostka High School, Chicago 22; Sisters M. Sebastian and M. Francis Xavier, teachers
Leyden Community High School, Franklin Park; Marjorie C. McLeod, teacher
High School, Freeport; Frances Ritzinger and Esther Suhr, teachers
John Greer High School, Hoopeston; Elizabeth Sanders, teacher
St. Francis Academy, Joliet; Sisters Matthias Marie and M. Alma Clare, teachers
Community High School, Mount Zion; Vernele Divilbiss, teacher
Community High School, Nashville; Gordon Purdy, teacher
Community High School, Okawville; Annabel Kendrick, teacher
McCray-Dewey Township High School, Troy; Ruth DuComb, teacher

Indiana

High School, New Albany; Vera Cummings, teacher
St. Rose Academy, Vincennes; Sister Joseph Pauline, teacher

Iowa

High School, Mason City; Gladys E. Price and Grace A. Barnard, teachers

Kansas

High School, Abilene; Mabel Pinson, teacher
High School, Erie; Mrs. Ralph Willson, teacher
Shawnee Mission High School, Merriam; Felix Shular, teacher
Sacred Heart High School, Salina; Sister Vincent, teacher
High School, Topeka; Lucile A. Ely and Dorothy Lee Morgan, teachers

Kentucky

High School, Frankfort; Mrs. John S. Reed, teacher

Louisiana

High School, Franklin; Mrs. H. C. Sanders, Jr., teacher

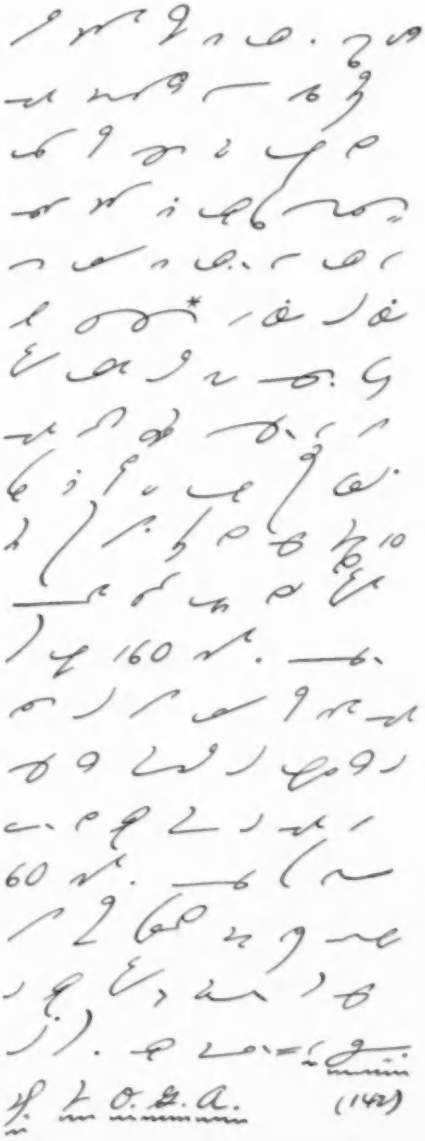
Maine

High School, Oxford; Mildred H. Noyes, teacher
High School, South Portland 7; Edith Smith, teacher
Sacred Heart High School, Van Buren;

Massachusetts

High School, Amesbury; Beatrice Edmondson, teacher
High School, Cohasset; Mildred E. Nelson, teacher
Dominican Academy, Fall River; Sister Jeanne d'Arc, teacher
St. Ann High School, Gloucester; Sister M. Pauline, teacher
Edward F. Searles High School, Methuen; Hazel Whitehead, teacher

Junior O. G. A. Test



* again and again

High School, Scituate; Ruth E. Hawkes, teacher
Bartlett High School, Webster; Marion W. Currier, teacher

Michigan

High School, Alpena; Hazel Cuzner, teacher
Girls' Catholic Central School, Detroit 1; Sister M. Edwardus, teacher
Mount Mercy Academy, Grand Rapids 4; Sister M. Scholastica, teacher

Minnesota

High School, Stewartville; Dorothy R. Byram, teacher
High School, Wanamingo; Gretha Halvorson, teacher
High School, Wykoff; Catherine Karp, teacher

Missouri

Bishop Hogan High School, Kansas City; Sister Francis Borgia, teacher

Montana

Beaverhead County High School, Dillon; Evelyn Mikkelsen, teacher

Nebraska

Sacred Heart School, Greeley; Sister Dorothy Ann, teacher
Holy Name High School, Omaha 3; Sister M. Adolorata, teacher

New Jersey

St. James High School, Newark; Sister Helen Mary, teacher

New York

St. Alphonsus Commercial High School, New York 13; Sister M. Saint Agnes, teacher
High School, Saranac Lake; Mrs. Adelaide Coyne, teacher

North Carolina

Peace College, Raleigh; Harriet Major, teacher

Ohio

John R. Buchtel High School, Akron 2; Beulah E. Hudson, teacher
Gallia Academy High School, Gallipolis; Eulah Williams, teacher
Regina High School, Norwood 12; Sister Mary Gervase, teacher
Catholic Central High School, Springfield; Sisters Mary Colman and Rose Aquinas, teachers
Libbey High School, Toledo; Mrs. Mary O. Houser, teacher
Central High School, Xenia; Helen Dukes, teacher

Pennsylvania

High School, Hughesville; Mrs. Martha R. Starr, teacher
McCaskey High School, Lancaster; Sara F. Diller, teacher
Delone Catholic High School, McSherrystown; Sister M. Illuminata, teacher
Holy Rosary High School, Pittsburgh 8; Sister Therese Marie, teacher
Mount Nazareth Academy, Pittsburgh 2; Sister Mary Carmella, teacher
St. Nicholas High School, Wilkes Barre; Sister Marion, teacher

Rhode Island

St. Clare High School, Woonsocket; Mother St. Isabelle, teacher

South Dakota

Washington High School, Sioux Falls; Fidelis Walter, teacher
High School, Yankton; Ruby Iorio, teacher

Vermont

High School, Brattleboro; Ann Baldwin, teacher

Virginia

E. C. Glass High School, Lynchburg; Mrs. Elizabeth Burmahln, teacher

Washington

High School, Everett; Rita M. Reel, teacher
St. Leo's School, Tacoma 3; Sister Benedicta, teacher

Wisconsin

St. Patrick's High School, Eau Claire; Sister M. Denis, teacher
Our Lady of Lourdes High School, Marinette; Sister M. Maxelinda, teacher
High School, Peshtigo; Miriam Frothingham, teacher
High School, Stanley; Arthur H. Zier, teacher

Foreign

St. Francis Xavier School, Corozal, British Honduras; Sister M. Caritas, teacher
Colegio de Nuestra Senora de los Angeles, David-Chiriqui, Republic of Panama; Sister Mary Aurelia, teacher
St. Mary's School, Apia, Samoa

Blue Seal

Alabama

High School, Andalusia; Edith Wheeler, teacher

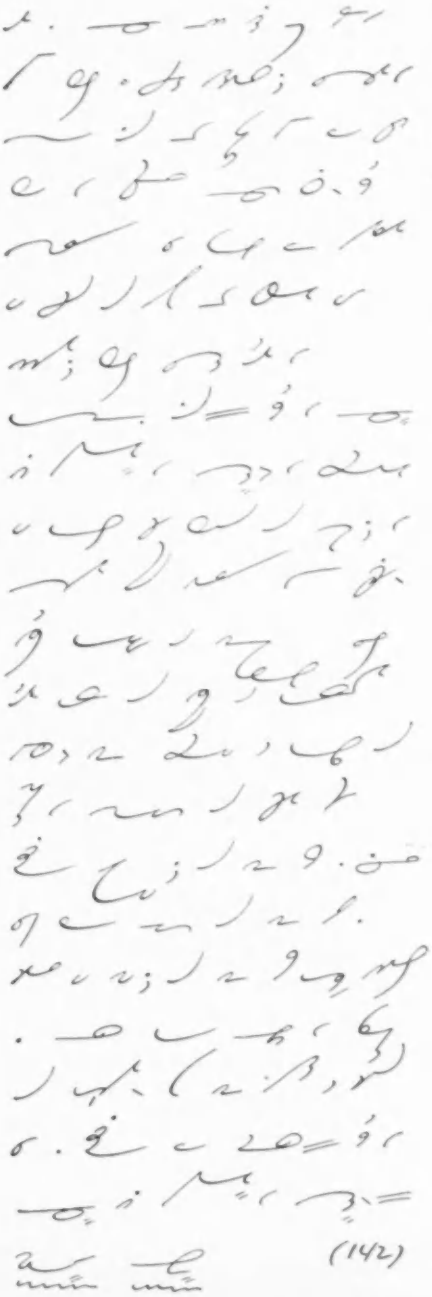
Arizona

Union High School, Snowflake; Lenora Hansen, teacher

Arkansas

St. Anne's Academy, Fort Smith; Sister M. DeSales, teacher

O. G. A. Membership Test



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California

San Juan Union High School, Fair Oaks; Edwin C. Hoag, teacher
Union High School, Merced; Mrs. Helen B. Stephenson, teacher
Excelsior Union High School, Norwalk; Vada C. Henry, teacher
Union High School, Redlands; David F. Atkinson, teacher

Colorado

County High School, Montrose; Doris Wick, teacher
Catholic High School, Pueblo; Sister Margaret de Sales, teacher

Connecticut

High School, Stamford; Angela Fiore, teacher

Cuba

The American Dominican Academy, Havana; Sister Mary Louis, teacher

District of Columbia

St. Patrick's Academy, Washington 1, D. C.; Sister Mary Matilda, teacher

Florida

Andrew Jackson High School, Miami; Essie Sheiler, teacher
Palm Beach High School, West Palm Beach; Fay Hamon, teacher

Georgia

High School, Tifton; Elmina McKneely, teacher

Illinois

Holy Family Academy, Chicago 22; Sisters M. Misaela and Mary Pius, teachers
St. Francis de Sales High School, Chicago 17; Sister M. Francis Clare, teacher
High School, Lawrenceville; A. E. Bortin, teacher
Community High School, Litchfield; Mrs. Margaret Rose Robinson, teacher
High School, Macomb; Mable I. Leighty and Edith Churchill, teachers
Township High School, Palatine; Olga Smith and Ona May Lemmon, teachers
St. Joseph High School, Rock Island; Sister Mary Jean Joseph, teacher

Indiana

High School, Hammond; Perle Marie Parvis, R. C. Dewalt, and Margaret E. Williams, teachers

Iowa

High School, Central City; Mrs. David Evans, teacher

(Continued on page 540)

ON "GRIPES" AND "GRIPERS"

What's at fault when the job has lost all its interest for you and has become nothing but hard work? Could it be you?

CHARLES LEE SWEM
Official Reporter, New York Supreme Court

I FRANKLY am more than a little suspicious of the shorthand reporter who gripes about his job and says loudly and frequently that it is a labor to him, and that he longs for the day when he can lay his pen aside and forget that he ever had to write shorthand for a living. I am suspicious not so much of his attitude of mind, for it may be sincere, but rather of his ability. I can well understand that there probably can be no more nerve-wracking or laborious a task than reporting if one is not equipped for it; so, when I hear a reputable reporter seriously "sound off" about his dislike for his job, the thought naturally comes to my mind that maybe, after all, he is not the competent reporter he is supposed to be, notwithstanding his reputation—maybe he is getting along merely by the "skin of his teeth," as it were, and it *is* really hard for him.

I have never known of a truly competent reporter who has not had more or less zest for his job and who, although occasionally taxed by the demands of his craft, does not nevertheless regard it as an interesting, stimulating, and comparatively easy job — for the person amply equipped for it. Indeed, zest or enthusiasm can almost be called the hallmark of the profession. No shorthand novice, however bright and ambitious he be, would ever suffer the monotony necessary to the acquirement of high reporting skill if he were not enthusiastic about the subject in the first place. He would give up long before the goal was reached if he did not have a deep-seated zest for the writing of shorthand, not because skill in the subject is difficult to acquire, but only because it is a repetitious chore and therefore monotonous and necessarily discouraging to the lazy-minded.

I HAVE no criticism of the reporter who dislikes his profession because he finds it hard and unbearable work. But why does he find it hard and unbearable? Of course, there may be several reasons, for none of which he may be seriously to blame. I shall select only one of those reasons for the purpose of this discussion, one for which the fault may be partly his and partly contributed to by the nature of the profession itself. It is no secret in the profession that a reporter can "manage"—can even acquire a good reputation—and still not be a first-class reporter technically. He may even be an actually poor writer, and essentially a poor reporter, and still, for all the record shows, he does a good job and is generally regarded as competent. For his entire life he may maintain a standing equal to the best of his craft, though he is really not a first-class reporter, and there is no mystery about it.

Reporting, in so far as it is a profession of recognized standards, is as loose and incalculable as it is possible to imagine a profession to be. It has standards, of course, but standards so incalculable that they may range from zero to perfection—and still one falling within that wide range may be considered a reporter and a competent one. I purposely qualify the statement by saying that he may be *considered* a competent reporter, for of course he is not, but it is so difficult to determine, sometimes, that nobody knows. Who, for instance, knows when a reporter turns in a transcript of a hectic hearing, with no glaring errors in it, neatly typed and reading sensibly and consistently, whether it is anything resembling a verbatim record—whether, indeed, he got half, three-quarters, or nine-tenths of what was said? Certainly not the parties who did the speaking; they are the last ones who would know, for if the record reflects what they thought, couched in good English and neatly typed, they will solemnly swear that that was what they said.

The reporter may have sweat blood to get down only the essence of what each speaker said and then, having both a bright and a conscientious mind, he may have labored long and diligently to transform his patch-work of notetaking into a polished

and consistent whole, with a final result that reflected credit upon the speaking habits of each speaker and upon himself as a reporter.

Yes, I hear you all right. You are saying, "What are you complaining about? Hasn't he proved himself a good reporter? Isn't that what many, if not a majority of reporters have been doing for generations?" I agree, but that is the kind of reporter, it is my experience, who dislikes reporting, who is always hoping for the opportunity to get away from it, or to start all over again, learn another and much "faster" system, so that he will not have to work so hard to keep up with his better-equipped brethren.

Vain illusion!

IT is thus an inherent weakness of the profession itself, for which the individual reporter may not necessarily be held accountable, that the reporter may acquire only the barest minimum of technical ability and still "get by" if he is able to compensate for his lack of ability by dint of hard labor. There is, however, some part of the indictment to be charged against such a reporter himself. In most instances, it is only because he himself lacks initiative that he remains in such a category for the whole of his reporting career. He reaches whatever mediocre ability he possesses and there, finding that he can "manage," he is lazily content to make no further effort to improve. He has "arrived" and can earn a good living—he can report, can't he, even though the effort in taxing?—and while he is still young and prodigal of energy he feels under no unusual handicap, but, when the accumulation of years of effort begin to press upon him, it is then that he begins to suspect that there is something wrong about his system or about the profession itself and begins to gripe.

WHAT to do about it? Nothing, if the disease has become chronic in the mind as well as in the muscles. If the patient is still susceptible of treatment, however, the specific is extraordinarily simple. It is the same medicine he took in order to become even the mediocre writer that he is. Practice. Not practice in court, doing his regular chores, but the same kind of practice that built whatever speed he does possess. Simple reliance upon daily work in court is dangerous if the reporter is seeking to improve his technical ability, for whatever habits he possesses are only confirmed by the routine of performing his usual work in court—bad ones as well as good.

It is astonishing how few reporters who have made the grade still feel the necessity to practice, just as astonishing as it would be if an expert pianist or an acrobat or a champion skater failed to put in his or her daily practice stint. Reporting is just as much a product of coördinating skill as any of the skills I have just mentioned, and it is such common experience that it has become axiomatic that skill is acquired and *retained* only by regular practice.

WHERE are reporters who throughout their lifetime practice regularly, outside their daily chores? They are always seeking a better and more fluent style, better phrases, and it is they upon whom the profession must lean for its reputation for verbatim reporting. I know of one reporting firm having some dozen reporters on call that has actually required its reporters to put in an hour a day in practice when not otherwise engaged. And today there are signs in the air that the profession has become somewhat awakened to the need of such regular practice even on the part of those who have arrived. The Kansas Refresher Course, held last year, was one of the first of those signs. And this year again the same course will be repeated, for writers of all systems. In addition, Doctor Gregg has invited all Gregg reporters who wish refreshment and further technical training to come to Gregg School during the vacation period for a six weeks' free course.

Griping about one's work, I know, is not always to be taken too seriously. It is sometimes only an old American way of blowing off pressure which would otherwise cause us to burst, but when it becomes chronic, it is dangerous and should be taken in hand, for usually it is not conditions, system, or profession that is at fault, but the griper himself.

News About Reporters

FROM California comes news of three additional recent appointments:

Frank Sabin, Superior Court, Los Angeles, California

Sidney J. Trainor, Municipal Court, Los Angeles, California

Ruth K. Baker, Superior Court, Los Angeles, California

We have also received word that Mrs. Dorothy Minnes, a former student at Gregg College, now holds the position of Official Reporter, Superior Courts, Oakland, California. Four other appointments were also reported from Gregg School:

Kitty E. Chafee, Fincun & Brandenburg, Atlanta, Georgia

Wallace O. Wainio, Connolly, Whitman & Howse, Detroit, Michigan

Richard Riggenbach, Common Pleas Court, Van Wert, Ohio

N. R. Hutchinson, County Court, Dubuque, Iowa

Who's Who in Shorthand Speed

Adept at Ballet Dancing as well as Court Reporting

Examiner A. A. BOWLE Reports

Kay Arboit

MRS. KAY ARBOIT, after winning the Gregg Diamond Medal for writing and transcribing with a high degree of accuracy the 200-word-a-minute literary matter test, has joined the other Diamond Medalists in T. A. Copple's reporting firm. (Mrs. Arboit has passed the Chicago Reporters' examination, as well as our 200.)

In a recent letter, sent in response to our request for information about her good self, Mrs. Arboit wrote:

My shorthand in high school was crowded into a College Preparatory Course. Miss McLaughlin was my first teacher there, followed by Miss Gertrude Richter, and Mrs. Ruth LaFlamme. I attended LaSalle-Peru High School and also the Junior College at La Salle, Illinois. Got my 120 Gold Pin there, but any thought of reporting was ten thousand leagues away at that time. All my spare moments were devoted to ballet, although I *did* use my shorthand considerably as press and publicity chairman of the Sub-Deb Club and the Junior Women's Club. Whenever a speaker addressed the clubs I would take as much down verbatim as I could, later extracting choice morsels to quote in the write-up. The compliments I received on that work were a source of gratification for having studied shorthand.

It wasn't until after I married and my husband donned a uniform that I realigned my shorthand ambitions for a fresh start—with a job in mind. I was in Chicago at the time, so I decided to review my theory at Austin High School. They have a gem of a teacher there, Miss Hannah Killian. Because of her encouragement and her high regard for Miss Helen Evans, at Gregg College, I entered the School of Reporting immediately, continuing my theory review at Austin at night school.

This is where I climb on the soap box and proclaim, when I count my blessings; one is Dr. Gregg's system and another is having had the finest teacher for it, Miss Evans. Some of the "takes" on philosophy, medicine, science, and law are indelibly imprinted in my memory.

I wasn't a 30-day wonder at the College. Most of my classmates and I had spent some time there, working our way through in times of unexampled difficulty! And without Miss Evans I would never be a reporter!

While attending the College I handled some reporting and secretarial assignments. I did legal work for a former Secretary of the Interior; was medical secretary, and later a supervisor, for the American Red Cross; got a job as secretary to an FBI agent; reported 12 medical lectures, which amounted to 800 pages in terms of transcription.

THAT'S a pretty good outline of good work accomplished. Our congratulations are extended to Mrs. Arboit. Incidentally, we find that dancing and writing are her hobbies and tennis her favorite sport.

Schools Winning Honorable Mention Certificates

(Conluded from page 536)

High School, Creston; Hilda Hiatt, teacher
Immaculate Conception Academy, Dubuque; Sister Mary Helene, teacher
Senior High School, Newton; Mrs. Twila Sims and Aileen Stern, teachers
Our Lady of Victory Academy, Waterloo; Sister Mary Dolorita, teacher

Kansas

High School, Beloit; Clara Bellman, teacher
Girls' Catholic High School, Hays; Sister M. Ildefonse, teacher
High School, Salina; Florence McCall, teacher

Maine

Edward Little High School, Auburn; Lillian Kelley, teacher
St. Joseph's High School, Biddeford; Sister St. John, teacher
High School, Machias; Evelyn Carroll, teacher
High School, Old Town; S. W. Emmett, teacher
Academy of St. Joseph, South Berwick; Sisters Marie Alphonse and Mary Victoria, teachers

Maryland

Cortez W. Peters Business School, Baltimore 17; Evelyne D. Wilkey, teacher
St. Mary, Star of the Sea School, Baltimore 30; Sister M. Saint Gerard, teacher
Buckingham High School, Berlin; Mary F. Bailey, teacher

Massachusetts

High School, Clinton; Mildred E. Gannon, teacher
B. M. C. Durfee High School, Fall River; Anna L. Sullivan and Katherine L. Hogan, teachers
High School, Greenfield; Mrs. Carl H. Nichols, teacher
McIntosh School, Lawrence; Mrs. Helen B. Lacaillade, teacher
St. Mary's Girls' High School, Lynn; Sister Marie Therese, teacher
High School, Marlboro; Esther G. Sullivan, teacher
High School, Maynard; Mary E. Coleman, teacher
Johnson High School, North Andover; Claire T. Torpey, teacher
St. Peter's School, Worcester 3; Sister Catherine Marie, teacher

Michigan

High School, Champion; Helen M. Cronin, teacher
Holy Redeemer High School, Detroit 9; Sister M. Gilberta, teacher
Nativity High School, Detroit 13; Sister M. Virginis, teacher
St. Theresa High School, Detroit 15; Sister M. Carmel, teacher
High School, Fowlerville; Mrs. Pauline M. Fischer, teacher
High School, Grandville; Pauline A. Bauer, teacher
Ottawa Hills High School, Grand Rapids 6; Zora I. Barnaby, teacher
St. Ambrose High School, Ironwood; Sister M. Romuald, teacher
St. Mary Cathedral School, Saginaw; Frances Houston, teacher

Minnesota

High School, Lakefield; Mary Elizabeth Price, teacher
St. Francis High School, Little Falls; Sister M. Cleophas, teacher
Technical High School, St. Cloud; Mary A. Almeter, teacher
High School, Wadena; Mildred Johnson, teacher
High School, Warren; Mrs. Ione Boardson, teacher

Missouri

High School, Albany; Mrs. Alice Kariker, teacher
Junior College, Joplin; Vera Steininger, teacher
High School, Rolla; Bertha E. Roseberry, teacher
St. Peter High School, St. Charles; Sister M. Paul de Cruce, teacher
Valle High School, Ste. Genevieve; Sister Grace Louise, teacher
Notre Dame High School, St. Louis; Sister Mary Henry, teacher
St. John's High School, St. Louis 16; Sisters M. Julia and Mary Joseph, teachers
St. Agnes High School, Springfield; Sister Mary Janice, teacher
High School, Webster Groves 19, Clare M. Prueh, teacher

Nebraska

Kramer High School, Columbus; E. P. Baruth, teacher
Senior High School, Fremont; Magdalene Robbert, teacher
High School, Geneva; Ethel S. Sievers, teacher
High School, Hebron; Helen Lohmiller, teacher
High School, Ravenna; Bertha Zeek, teacher
Spalding Academy, Spalding; Sister M. Noreen, teacher

New Hampshire

Senior High School, Berlin; Mrs. Eleanor P. Haweeli, teacher
Presentation of Mary Academy, Hudson; Sister M. Francis de Laval, teacher
St. Aloysius High School, Nashua; Sister M. of St. Madeleine of Provence, teacher
Tilton-Northfield High School, Tilton; Earl Sanborn, teacher

New Jersey

Catholic High School, Camden; Sister Mary Gregory, teacher

New York

High School, Central Islip; Mrs. Helen C. O'Pezio, teacher
St. Joseph's Academy, Cohoes; Sister Mary of Bethlehem, teacher
Buffalo Academy of the Sacred Heart, Eggertsville; Sister M. Ursula, teacher
High School, Monroe; Rosalee Hadel, teacher
St. Mary's-in-the-Field, Valhalla; Edith R. Van Schoick, teacher

North Carolina

High School, Hamlet; Carrie Hickman, teacher

North Dakota

High School, Jamestown; Mabel Hartje, teacher

Ohio

High School, Bellaire; Clara Mehlmann, teacher
Garfield Heights High School, Cleveland 5; Anne L. Neville, teacher
High School, Eaton; Luella Trefz, teacher
High School, Lancaster; Mary L. Eaton, teacher
High School, Malvern; Mrs. Lettia Gossett Teets, teacher
Memorial High School, St. Marys; Omnelee Steva, teacher
Notre Dame Academy, Toledo 6; Sister Mary Nannette, teacher

Oklahoma

High School, Chandler; Beryl Korb, teacher
High School, Seminole; Sam Steinle, teacher
Will Rogers High School, Tulsa, Evelyn Osborn, teacher
Northeastern State College, Tahlequah; Maude L. Burris and Carolyn Williams, teachers

Pennsylvania

Junior-Senior High School, Hershey; Gladys Phillips, teacher
Ferndale High School, Johnstown; Kathryn A. Long, teacher
St. Peter's Reading Catholic High School, Reading; Sister M. Natalis, teacher
High School, Souderton; Mary Kisler, teacher
High School, Towanda; Elizabeth M. Smith, teacher
Notre Dame High School, Wyncote; Sister Julie St. Teresa, teacher

Rhode Island

St. Catherine Academy, Newport; Sister John Mary, teacher

South Carolina

Girls' High School, Anderson; Mrs. Virginia S. Winstead and Mary McConnell, teachers

South Dakota

High School, Belle Fourche; Mrs. Clifford Summers, teacher
Northwest College of Commerce, Huron; Nora Hanson St. Pé, teacher

Tennessee

J. B. Young High School, Bemis; Mrs. G. P. Robertson, teacher

Utah

Box Elder High School, Brigham City; Lucy V. Heaton, teacher
Senior High School, Logan; Leora C. Bird, teacher

Vermont

High School, Northfield; Myrtle A. Rogers, teacher
Bellows Free Academy, St. Albans; Mrs. Frances Byrne and Germaine M. Perrault, teachers

Washington

Senior High School, Vancouver; Gladyce Ellson and Madaline McDonough, teachers

West Virginia

Business College, Clarksburg; Hilda M. Harvey, teacher
Davis and Elkins College, Elkins; Gloria Marquette, teacher

Wisconsin

High School, Clayton; Mrs. Leila Porter, teacher
St. Mary High School, Menasha; Sister Mary Veronita, teacher

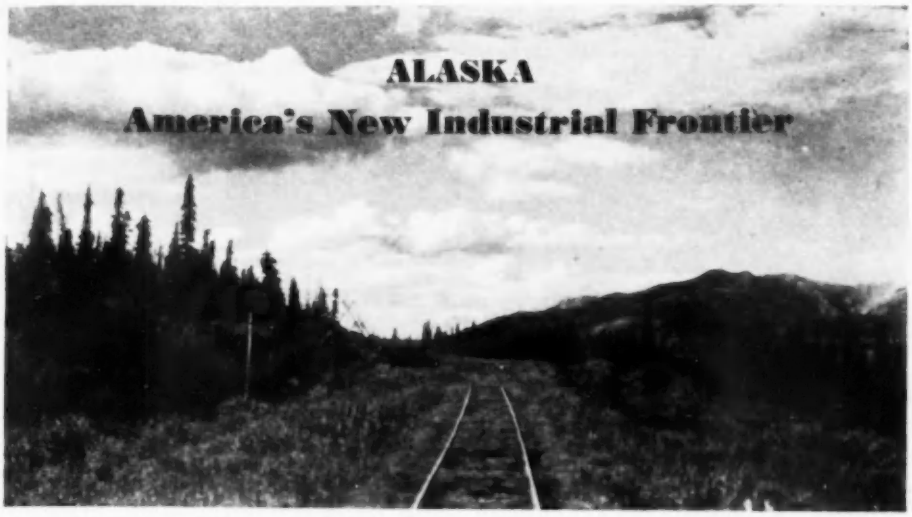
Wyoming

High School, Superior; Mrs. Audrey Ojala, teacher

British Guiana

Royal Commercial School, Georgetown; E. Muriel Jones and John L. DeV Jones, teachers

[All-Star and Teachers' Division results were reported in the May issue.]



This track actually and symbolically leads into Alaska's land of promise near Healy.

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CARL E. BORKLUND
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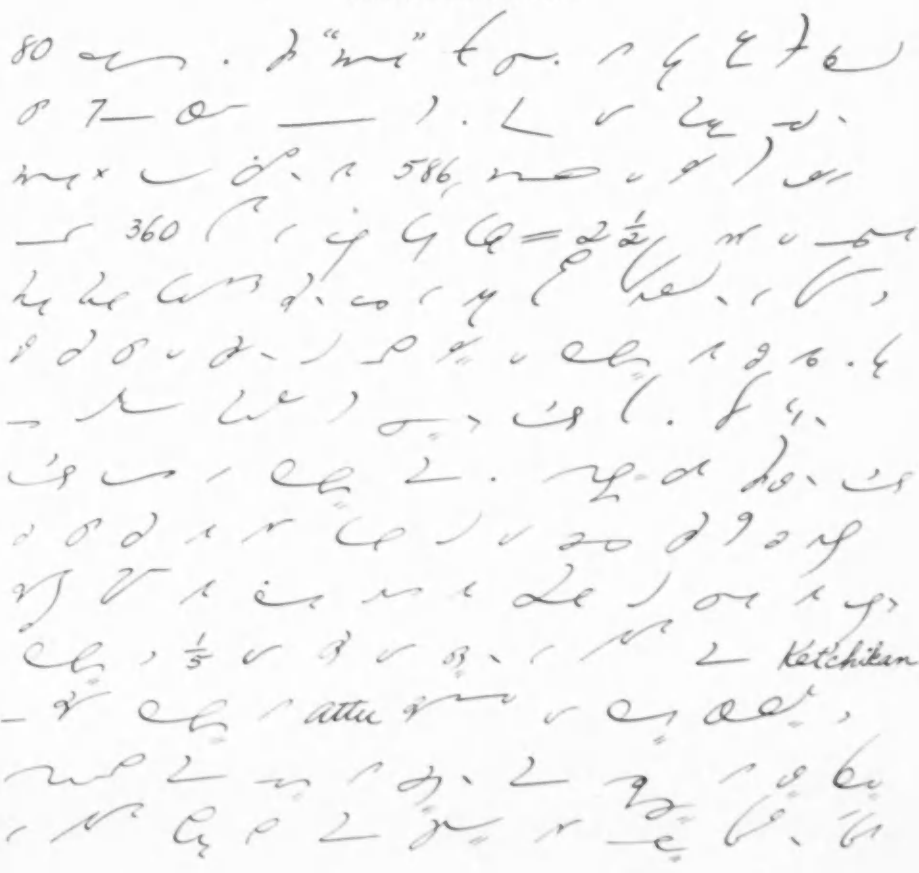
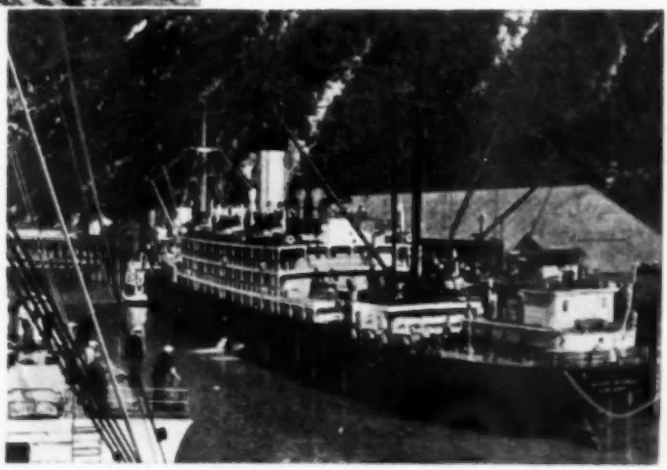
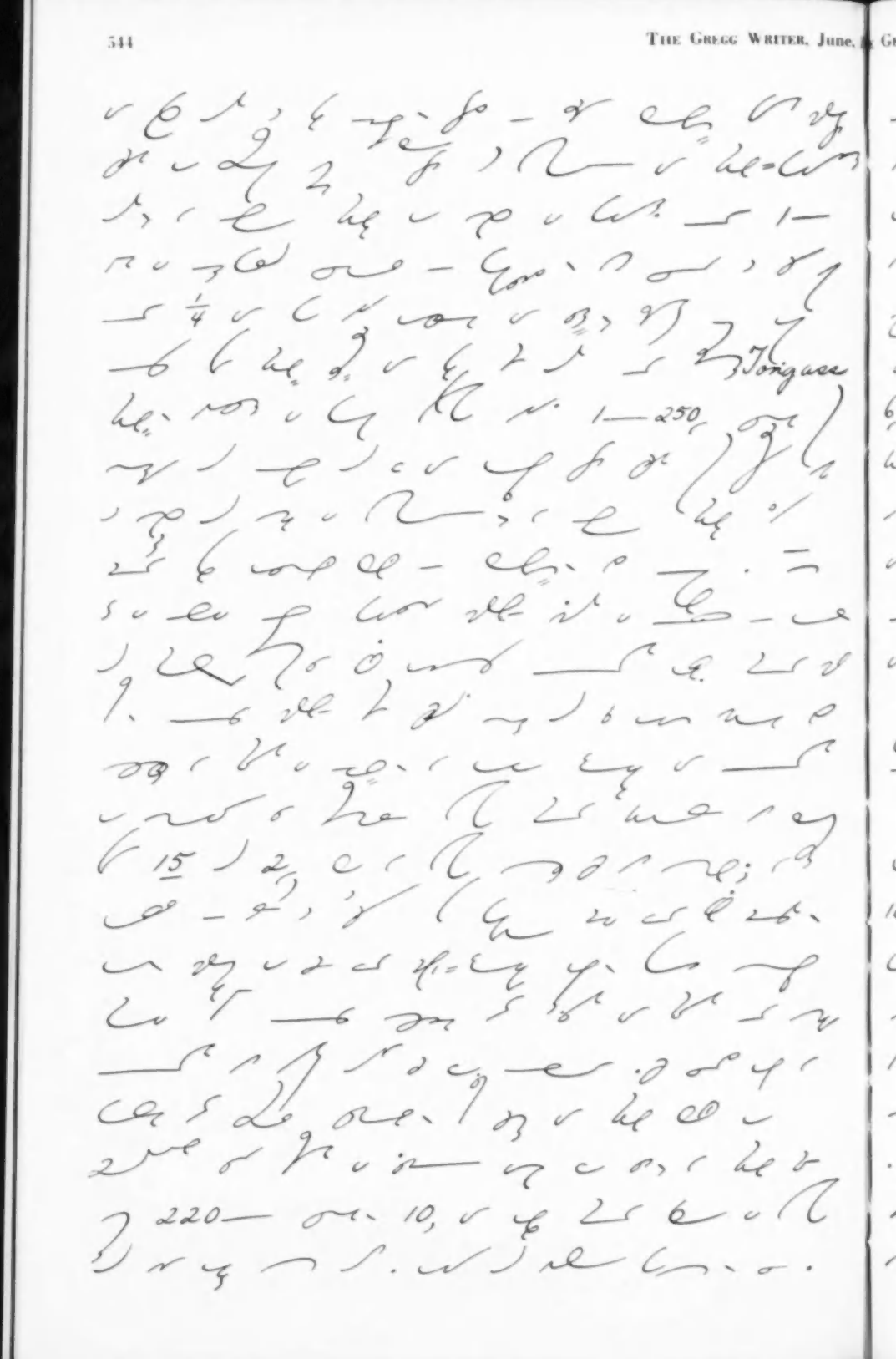
Photos from Philip Gendreau



Wooded slopes of Hurricane Gulch and the valley beyond give a good indication of Alaska's paper potential (left). Below is a backyard vegetable garden in Anchorage. Cabbages "and things" grow big and fast in certain sections. Definitely, Alaska is not all a "land of the frozen north," although the season is shorter than the average of the United States. Obviously, the hills and valleys yield more than yellow gold to those who have the energy to seek it.



Compare this top picture of a village along the upper Yukon, just above Beaver, with the shot on the opposite page. Supplies, brought in by steamer, are being unloaded. This site, too, may one day be that of a modern city, as is Skagway (at right), where the cool, clear waters run deep for the *Mount McKinley* and other ships carrying the bulk of supplies. Airplanes, a railroad, trucks, and dog teams handle much of the distribution to scattered inland points.



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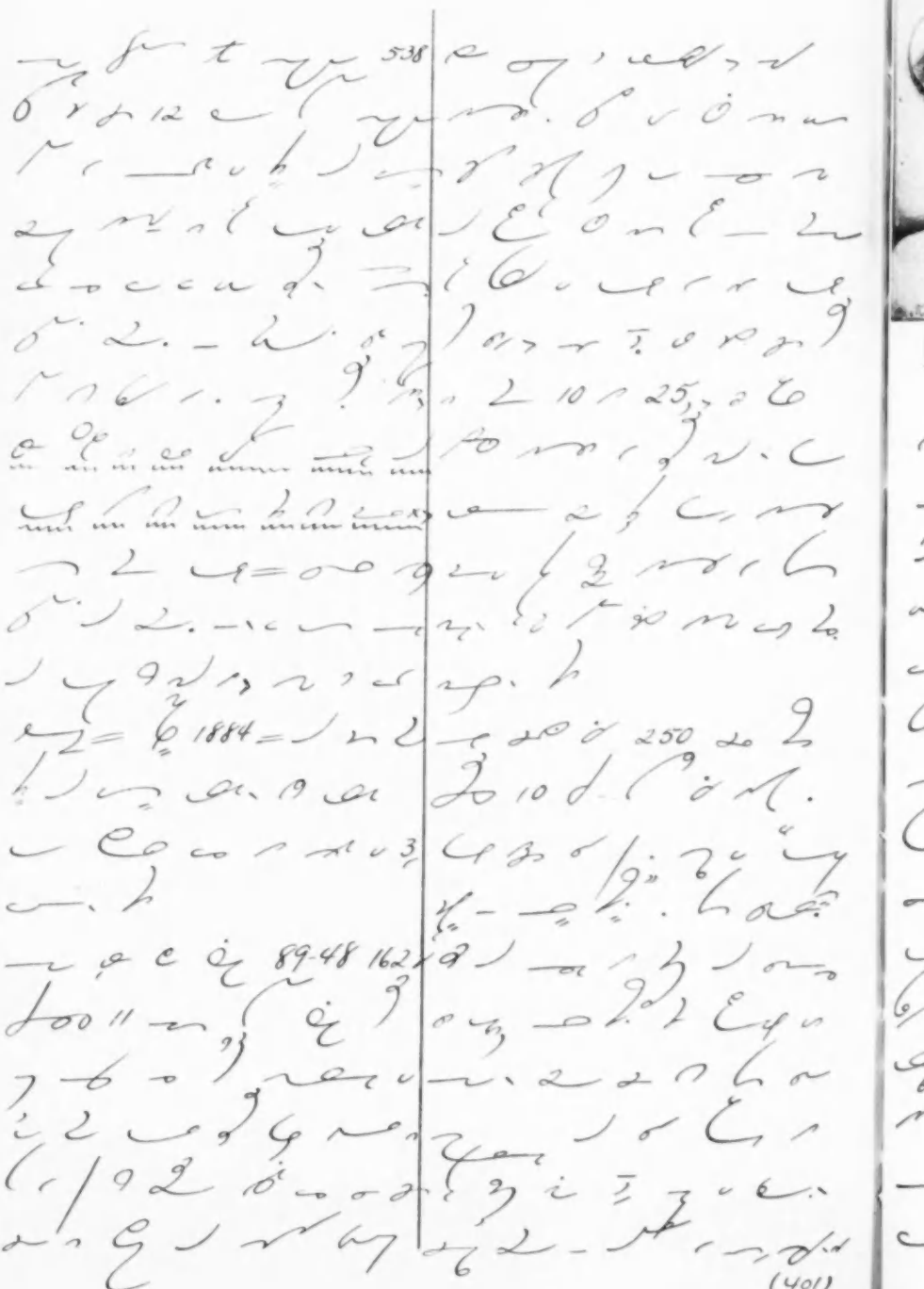
Actual Business Letters

Letter Shop Service



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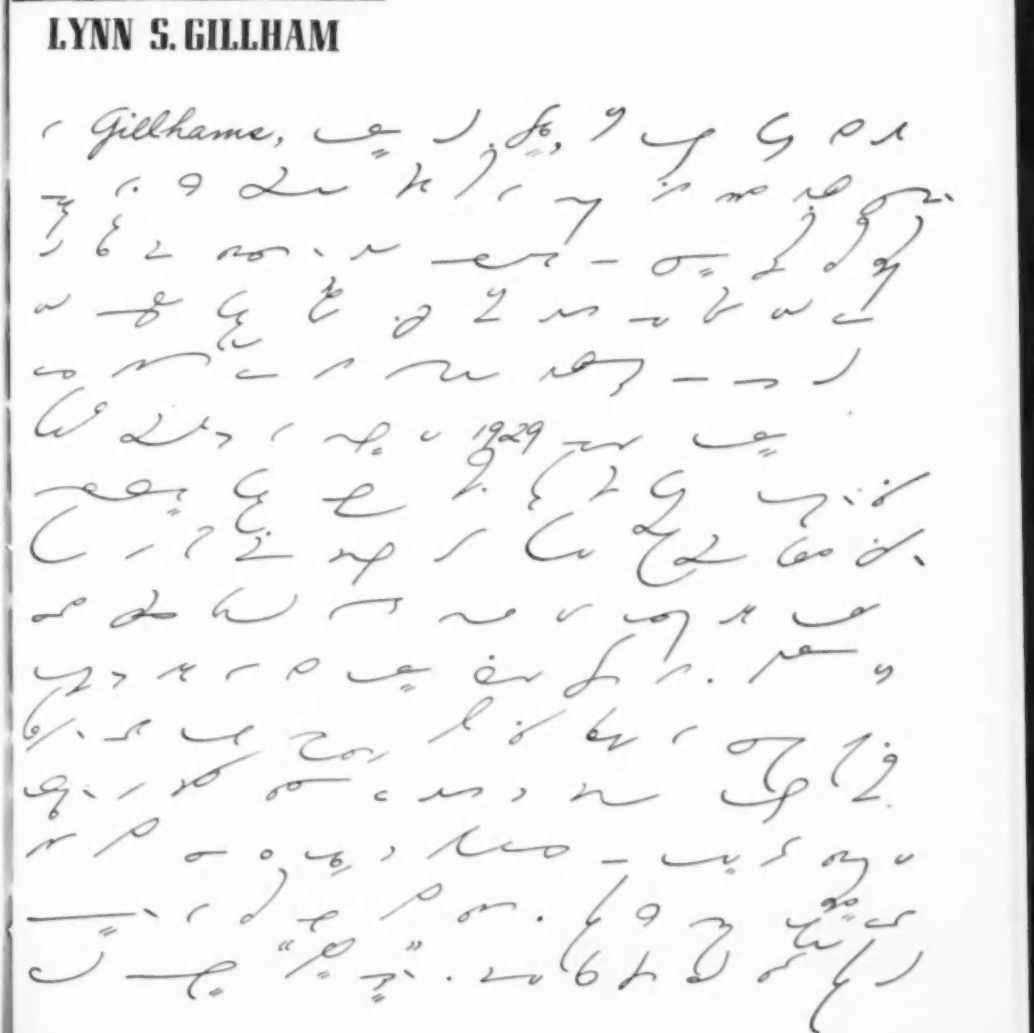
LYNN S. GILLHAM

Depression-Born Success

NICHOLS FIELD WILSON

In "Adventures in Business"

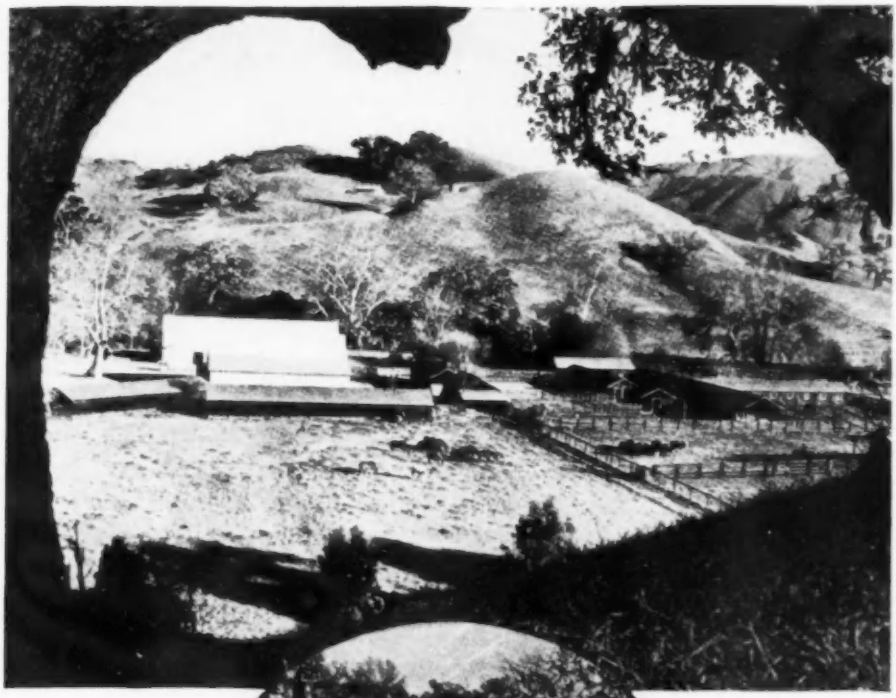


1930

Catalina

Marchallia

Alisal

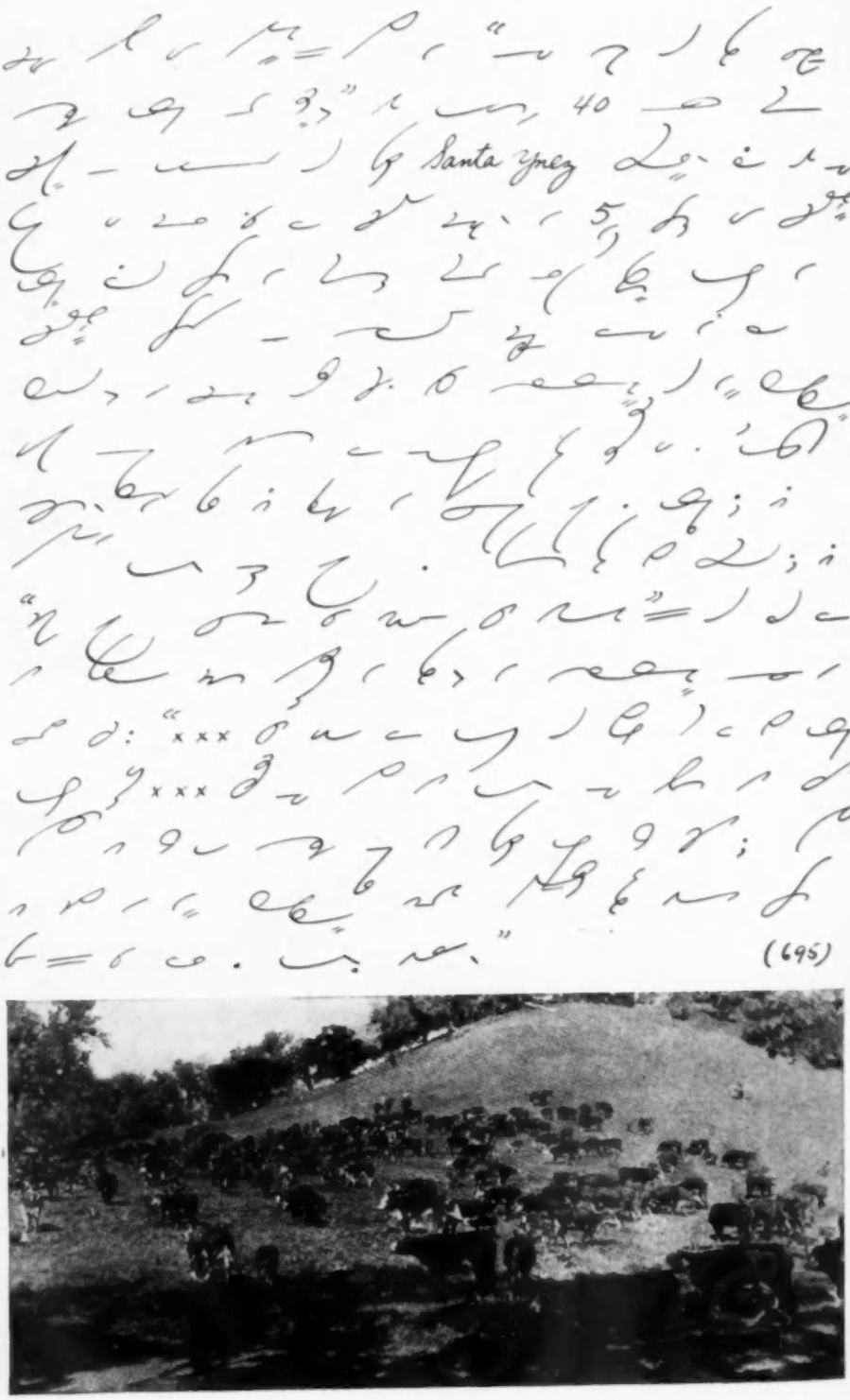


Patsy Gillham

HE THAT WILL MAKE A GOOD USE OF ANY PART OF HIS LIFE MUST ALLOW A LARGE PART OF IT TO RECREATION.

—Locke

Lynn Gillham



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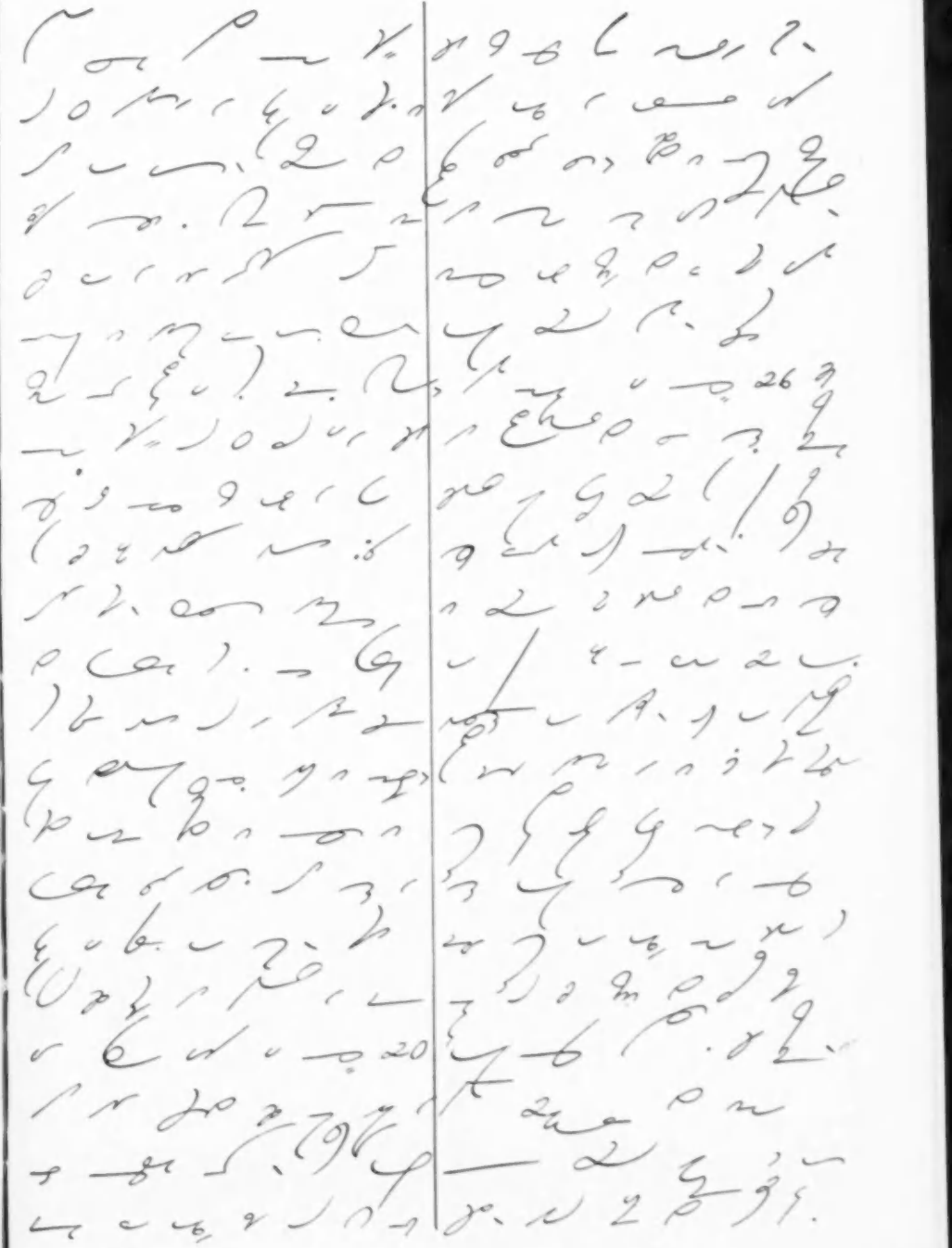
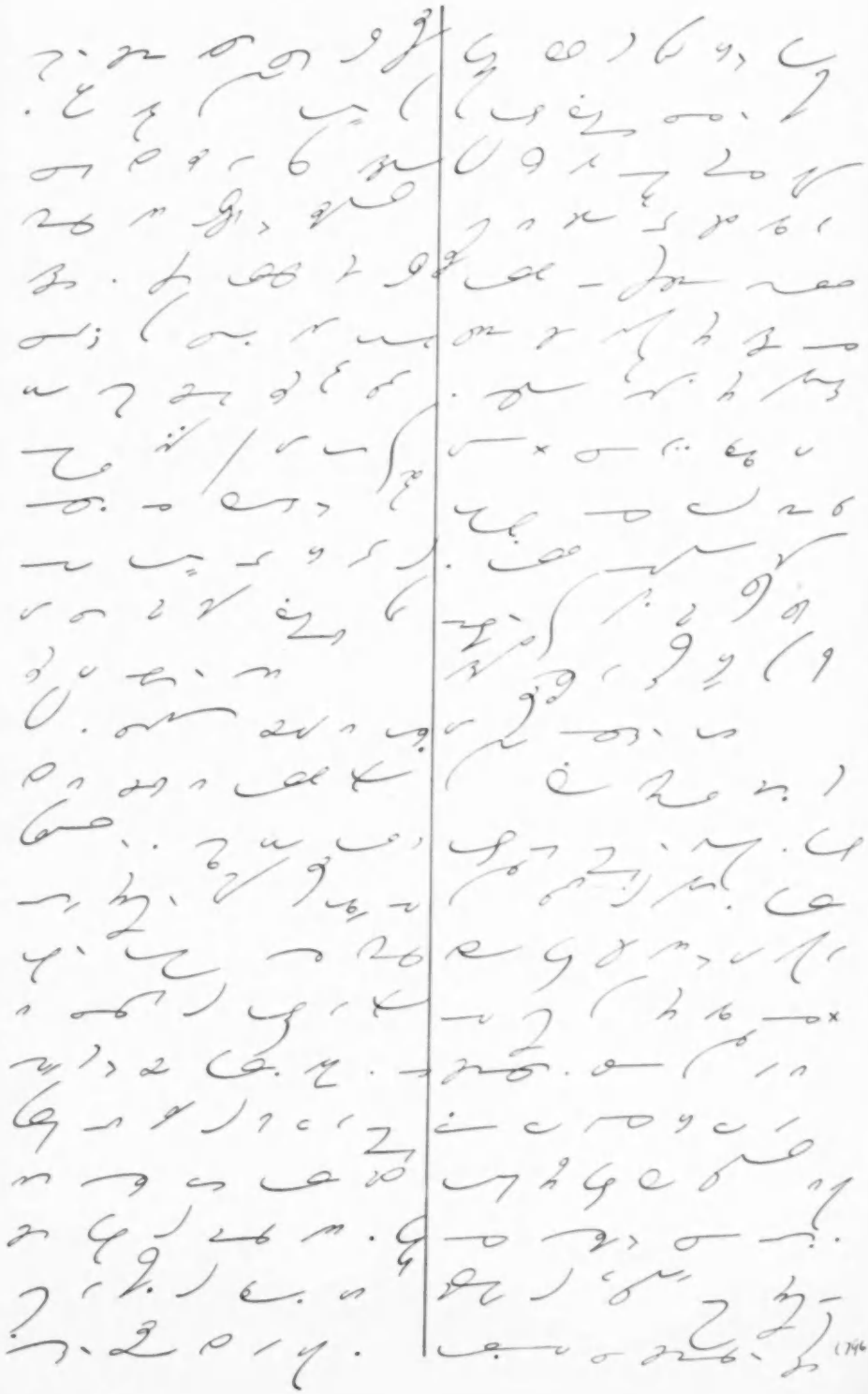
Brief-Form Letters

A. E. KLEIN





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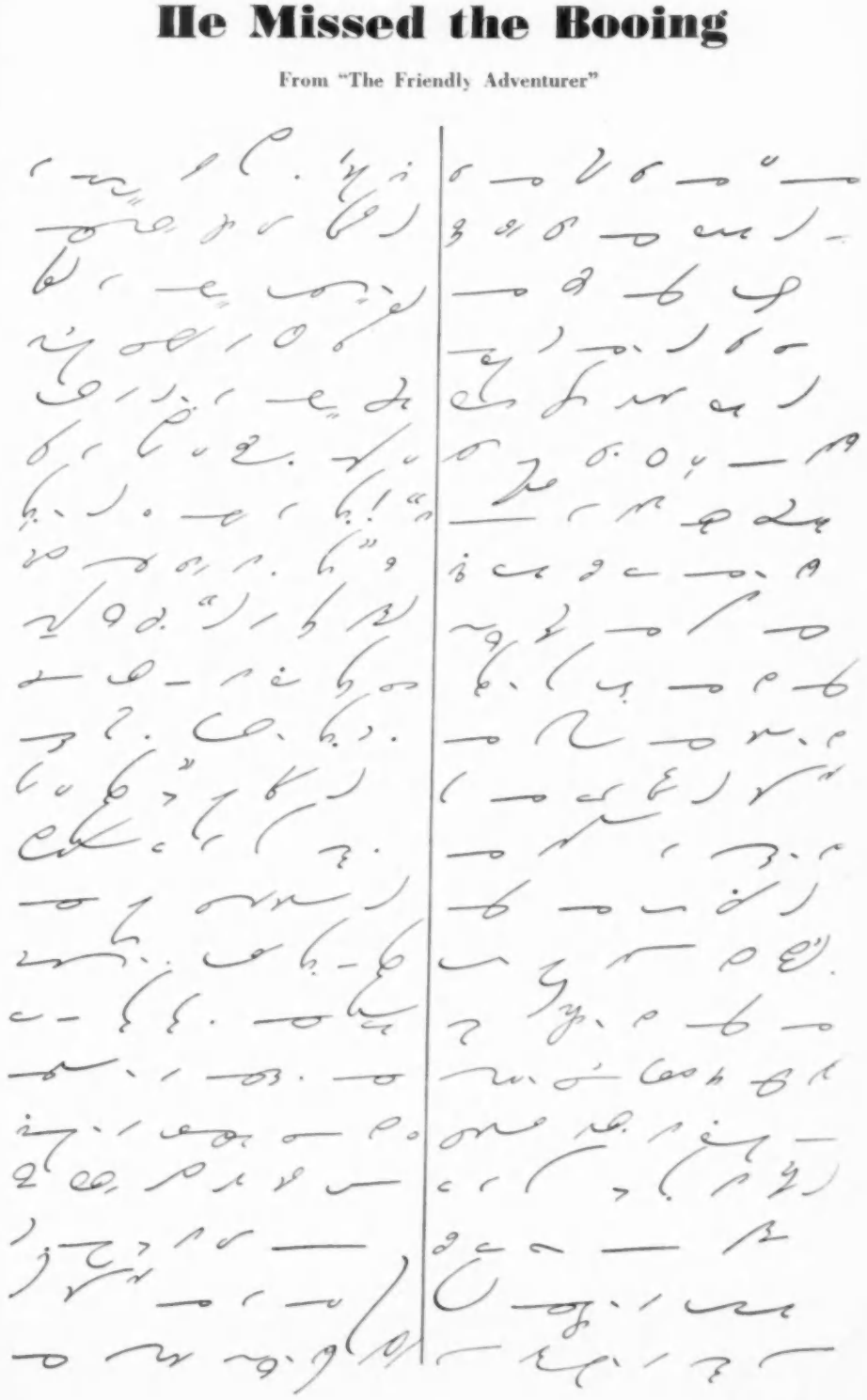
He Missed the Booing

From "The Friendly Adventurer"



(331)

The Latest Thing in Headgear

International Printing Ink Division of the Interchemical Corporation

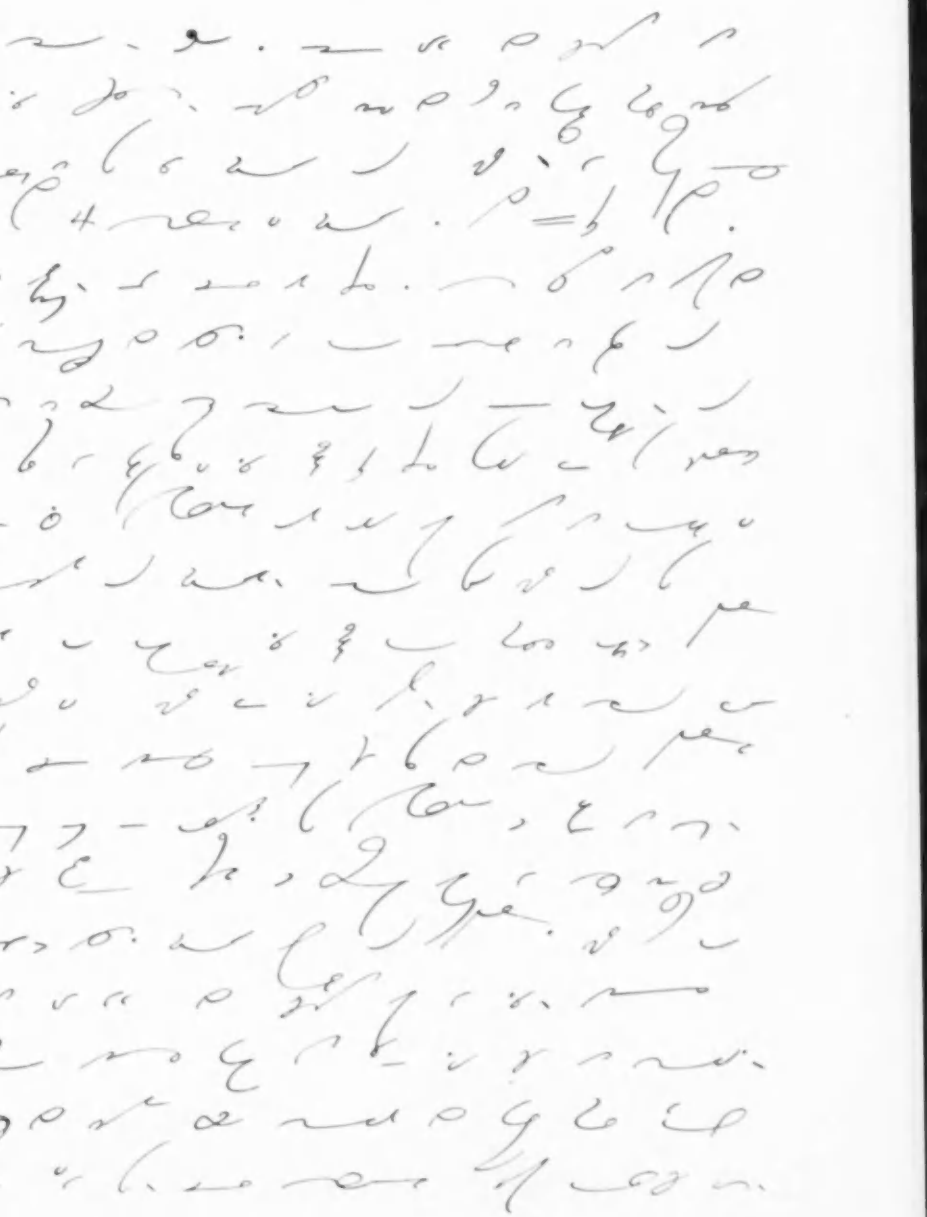
(159)

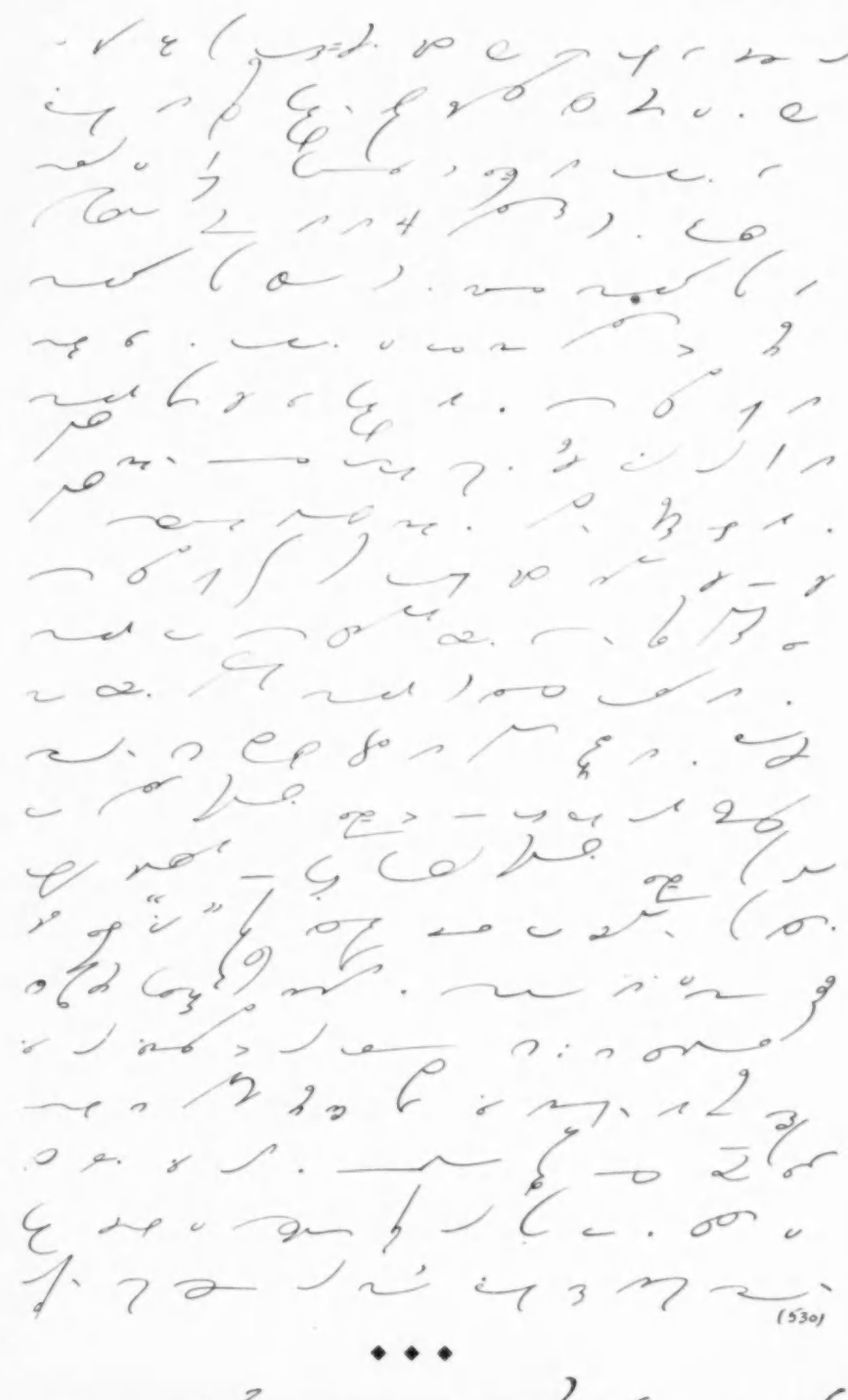
Keeping Cool

DR. VICTOR G. HEISER

Medical Consultant, National Association of Manufacturers

In "Clement Comments"





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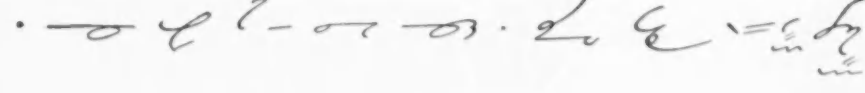

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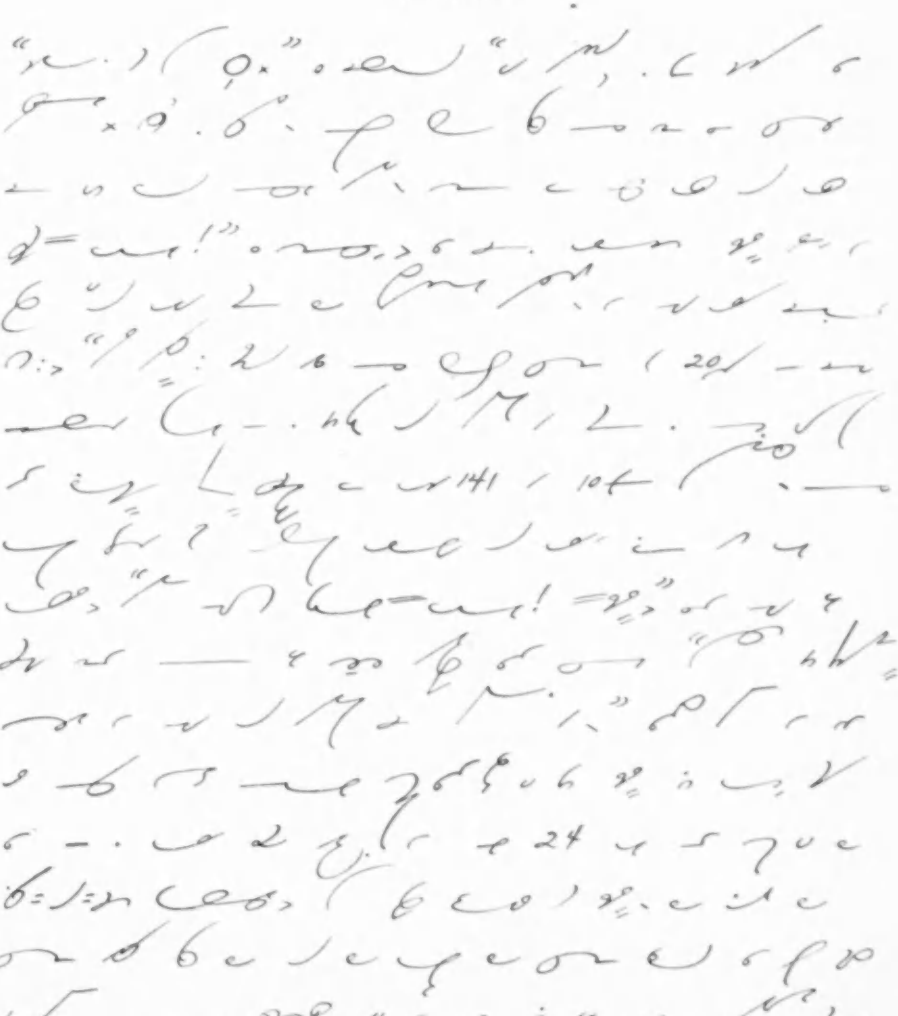

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(The end)

By Wits and Wags

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Announcing....

Office Manual for THE MEDICAL SECRETARY

By MARKWICK, ERICKSON, and FREEMAN

Office Manual for the Medical Secretary is "just what the doctor ordered." It is based on the replies of 539 doctors who answered a questionnaire on the duties and training they thought desirable for medical secretaries. And their replies were supplemented by those of 124 practicing medical secretaries!

In chapter after chapter, each packed with vital, authoritative information and instruction, this brand-new text and reference book portrays the medical secretary as:

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- Office hostess
- Stenographer
- Supervisor of mail
- Correspondent
- Collector for the physician
- Editorial assistant
- Accountant
- Helper in legal matters
- Laboratory assistant
- A person
- Applicant for a position

The book also treats, in separate chapters, such activities as telephoning, filing, banking, and handling other financial activities.

Office Manual for the Medical Secretary meets a long-felt need for an adequate textbook in office training for medical secretaries. It's a valuable reference book, too, for the student and for the practicing medical secretary. Contains a reference section that includes instruction on correct medical and business usage. Illustrated throughout with photographs, special drawings, charts, forms, and records representing actual practices and procedures in doctors' offices.

Office Manual for the Medical Secretary will be off the press this summer. Place your order now for this brand-new book. Teachers wishing to consider the book for classroom adoption are requested to give their summer addresses in writing for sample copies so that the samples may be mailed as soon as the book comes from the press.

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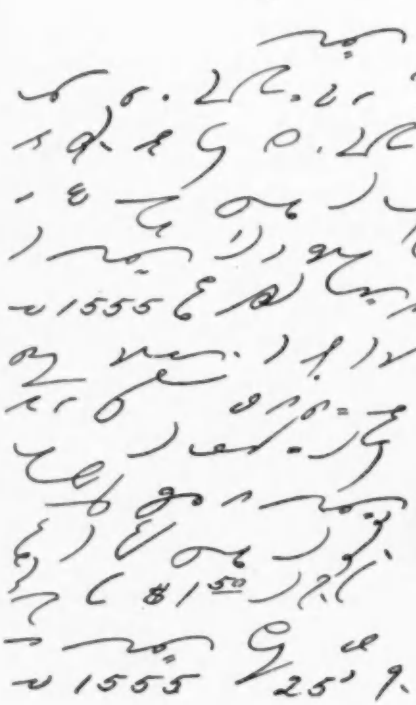

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